DOCUMENT RESUME

ED 233 123 AA 001 117

Resources in Education (RIE). Volume 19, Number 1.
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SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 84
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $95.00 (Domestic), $118.75 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTIONS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1975. (LRS/WTB)

DOCUMENT RESUME

ED 233 137 CE 036 478

The Future of Work. A Report by the AFL-CIO Committee on the Evolution of Work.
American Federation of Labor and Congress of Industrial Organizations, Washington, D.C.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Numerical/Quantitative Data (110)
DESCRIPTIONS- Adults; Black Employment; Economic Factors; *Employment Patterns; Employment Problems; *Employment Projections; *Futures (of Society); Job Layoff; *Labor Economics; *Labor Force; Labor Force Nonparticipants; Labor Market; *Unemployment; Unions; Work Attitudes; Youth Employment

The United States is a labor surplus society, one with a persistent shortage of jobs. This labor surplus--manifested in excessively and persistently high unemployment--will continue through the 1980s. The existence of a persistent job shortage, resulting in a labor surplus of four to six million unemployed workers without a constructive economic role, threatens the stability of America's economic, social, and political institutions. Aggravated by trade and technology developments, the labor-surplus condition will affect young and old, black and white, blue collar and white collar. This labor surplus underclass threatens the stability of the nation's economic, social, and political institutions and weakens the United States competitive position in the world economy. Without determined and effective action to change economic conditions and to increase job opportunities, America will move from the 1980s into the 1990s with an increasingly significant labor surplus. (The paper contains many tables and graphs showing present and predicted unemployment; labor force statistics; unemployment by race, age, and sex; changes in occupation; occupational profiles for the 1980s; the influence of robotics; and the influence of the balance of trade.) (KC)

DOCUMENT RESUME

ED 233 152 CE 036 611

Shepard, Del; Burrow, Jim
Establishing an Advisory Committee. Module Number 10. Work Experience Program Modules. Coordination Techniques Series.
Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.; Northern Iowa Univ., Cedar Falls. Dept. of Business Education and Administrative Management.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Advisory Committees; Cooperative Education; Guidelines; Learning Activities; *Meetings; *On the Job Training; Pretests Posttests; Program Evaluation; Secondary Education; *Teacher Education; Vocational Education; *Work Experience Programs

This self-instructional module, the tenth in a series of 16 on techniques for coordinating work experience programs, deals with establishing an advisory committee. Addressed in the module are the purposes of an advisory committee, establishing an advisory committee, and conducting an advisory committee meeting. Techniques for analyzing and evaluating an advisory committee meeting in order to make recommendations for action are described and viewing a videotape presentation of a sample advisory committee meeting is suggested. The module contains a series of pretests, learning activities, and self-checks; a posttest; answers to the pretests; and a list of additional resources. (MN)

DOCUMENT RESUME

ED 233 167 CE 036 642

Position Statement on Vocational Education for Students with Disabilities.
National Advisory Council on Vocational Education, Washington, D.C.
PUB DATE- 18 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Agency Role; *Disabilities; *Educational Needs; Educational Trends; Employment Potential; Futures (of Society); Individual Needs; Position Papers; Postsecondary Education; *Program Development; Program Improvement; School Districts; Secondary Education; Services; *Special Education; State Agencies; State Programs; *Vocational Education
IDENTIFIERS- *Special Needs Students

State and local agencies must work to provide appropriately designed vocational education programs to vocational students in order to help them become self-sufficient in living and working. In view of the employment potential of disabled people and the legal and economic reasons for facilitating their access to employment-related programs, state and local agencies must continue to explore new mechanisms that will enable the vocational education enterprise to expand and improve its services to this target population. Especially needed at the federal level are efforts to provide technical assistance to the states in the form of help with the development and implementation of comprehensive cooperative agreements, dissemination of profiles of exemplary secondary and postsecondary vocational programs serving disabled students, as well as research projects to collect data on the actual numbers of disabled students in grades 9 through 12 and the kinds of vocational courses taken by these students. In addition, state and local agencies responsible for delivering vocational programs for disabled students must expand their efforts in the areas of professional preparation, commitment, linkages, and student recruitment. (MN)

DOCUMENT RESUME

ED 233 182 CE 036 670

Evans, Richard M.; Braby, Richard
Self-Paced and Conventional Instruction in Navy Training: A Comparison on Elements of Quality. Technical Report 147.
Naval Training Analysis and Evaluation Group, Orlando, Fla.
REPORT NO.- TAEG-TR-147
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Attitudes; Comparative Analysis; Computer Managed Instruction; Cues; *Educational Quality; Feedback; *Individualized Instruction; Military Personnel; *Military Training; *Pacing; Participation; Prerequisites; Program Costs; Questionnaires; Reinforcement; Student Attitudes; Student Participation; Surveys; Teacher Attitudes; *Teaching Methods; Technical Education; *Time Factors (Learning)
IDENTIFIERS- Marine Corps; Navy; *Self Paced Instruction

A study compared the approaches of self-paced and conventional instruction in Navy training. Using a sample of 37 Navy and Marine Corps courses, researchers contrasted the conventional, mixed, computer-managed, and self-paced instructional approaches according to the following six measures of instructional quality: prerequisites, cues, participation, reinforcement, feedback, and correctives. Various data collection strategies were employed during the study, including site visits; analysis of instructional materials; and questionnaires administered to students, instructors, and supervisors. Based on data from all of these sources, the researchers concluded that the six quality-of-instruction elements appear to occur with more frequency in conventional rather than in mixed or self-paced instructional courses. Both student and nonstudent direct costs for the self-paced courses examined were from 36 to 58 percent of those required for the conventionally taught courses. Because self-paced instruction was found to be heavily dependent on written instructional materials, researchers urged particular care in the design of instructional materials and objectives for self-paced courses. Since instructional strategy did not ultimately appear to be a determining factor in the overall effectiveness of current Navy courses, researchers suggested that

choice of instructional strategy rest primarily on the relative cost effectiveness of the approaches. (MN)

DOCUMENT RESUME

ED 233 199 CE 036 689

The Button Sew Machine. Module 12.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Check Lists; Clothing; Clothing Instruction; Learning Activities; Learning Modules; Needle Trades; *Occupational Home Economics; Postsecondary Education; Secondary Education; *Sewing Instruction; *Sewing Machine Operators; Student Evaluation
IDENTIFIERS- *Sewing Machines

This module on the button sew machine, one in a series dealing with industrial sewing machines, their attachments, and operation, covers one topic: performing special operations on the button sew machine. These components are provided: an introduction, direction, an objective, learning activities, student information, a student self-check, and a check-out activity. An instructor's final checklist for evaluating students' performance is attached. (YLB)

DOCUMENT RESUME

ED 233 216 CE 036 752

Glover, Robert, Ed.; Grubb, W. Norton, Ed.
The Persistent Dilemmas of Preparing for Work: Occupational Training Programs in Texas. Policy Research Project Report Number 55.
Texas Univ., Austin. Lyndon B. Johnson School of Public Affairs.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Lyndon Baines Johnson Foundation, Austin, Tex.; Texas Univ., Austin. Hogg Foundation for Mental Health.
REPORT NO.- ISBN-0-89940-657-2
PUB DATE- 83
AVAILABLE FROM- Lyndon B. Johnson School of Public Affairs, University of Texas at Austin, Austin, TX 78712 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Adult Vocational Education; Disabilities; Disadvantaged; Employment Programs; Federal Legislation; *Federal Programs; Industrial Training; *Inplant Programs; *Job Training; Postsecondary Education; *Program Effectiveness; Recruitment; Relevance (Education)
IDENTIFIERS- *Comprehensive Employment and Training Act; Target Populations; Texas

Three major types of occupational training programs in Texas were analyzed to reveal their strengths and weaknesses and the extent to which each had succeeded in resolving the dilemmas common to all forms of occupational training. These dilemmas were effectiveness and relevance, the purpose and content of training, and targeting. Firm-based training provided skills that external programs could not provide and enjoyed advantages in recruitment, screening, retention, and placement. Firms rejected government incentives to train handicapped persons and were indifferent toward public training efforts and training disadvantaged persons. Postsecondary vocational education avoided the controversies and negative perceptions that plagued Comprehensive Employment and Training Act (CETA) programs and enjoyed a flexibility and diversity of goals that firm-based training could not emulate. Targeting and outreach efforts needed improvement. CETA programs had developed various methods to increase employer participation. Common problems included employers' negative opinions of CETA eligibles, excessive federal regulations, and "creaming." Implications for reforming public training programs were suggested, including improved use of advisory committees, strengthening of joint training, integration of vocational education and manpower programs, improvement of evaluation and performance standards, and stabilization of occupational training programs. (YLB)

DOCUMENT RESUME

ED 233 230 CE 036 787

Biondo, Ron; And Others
Core III Materials for Metropolitan Agriculture/Horticulture Programs. Units A-I.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 83
CONTRACT- R-33-13-D-0362-466
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Agricultural Education; *Agricultural Engineering; Agricultural Production; Behavioral Objectives; Career Education; Career Planning; Core Curriculum; Curriculum Guides; Grade 11; High Schools; *Horticulture; Job Search Methods; Leadership; Leadership Training; Learning Activities; Ornamental Horticulture; Ornamental Horticulture Occupations; *Pesticides; Pests; *Plant Identification; *Plant Propagation; Student Organizations; Student Participation; Tests; *Urban Areas; Visual Aids; Vocational Education

This first volume of a two-volume curriculum guide contains 11 problem areas selected for study to be included in a core curriculum for 11th-grade or third-year students enrolled in a metropolitan agricultural program. The 11 problem areas are divided into eight units: Orientation to Agricultural Occupations (Gaining Employment), Supervised Occupational Experience (Evaluating Supervised Occupational Experience Programs and Analyzing Student Records), Leadership in Horticulture/Agriculture (Utilizing Horticultural Organizations and Resources), Horticultural /Agricultural Mechanics (Repairing Greenhouse or Horticultural Equipment, and Plumbing and Irrigation Systems), Plant Propagation (Propagating Softwood Cuttings, and Propagating Woody Plants by Budding and Grafting), Plant Identification (Reviewing and Applying Plant Identification Skills), Growing Horticultural Crops (Growing Small Fruits and Brambles, and Growing Tree Ftuits), and Identifying and Controlling Pests of Horticultural Plants (Handling Pesticides Safely and Passing Certification Tests). A rationale for omitting Unit I, on Urban Animals, From Core III, is contained in the document. Each problem area includes some or all of the following components: suggestions to the teacher, a teacher guide (containing objectives, suggested interest approaches, anticipated student problems and concerns, suggested learning activities and experiences, application procedures, an evaluation, references, and aids), information sheets, student worksheets or assignment sheets with a key, job sheets or laboratory exercises, transparencies, a discussion guide for transparencies, and sample test questions with a teacher key. (YLB)

DOCUMENT RESUME

ED 233 246 CG 016 823

Gutierrez, Raymond Joseph
A Study of the Relation between Locus of Control and Risk Taking for Graduate Students in Education.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Academic Achievement; Behavior Patterns; *Decision Making; Educational Psychology; Graduate Students; Higher Education; *Locus of Control; Personality Traits; Psychological Characteristics; *Psychological Testing; *Risk
IDENTIFIERS- *Risk Taking

Previous research has stressed the role of both expectancies and reinforcement in the decision making process. In order to determine if the measure of externality and internality correlates with an association between willingness to risk and external/internal locus of control, and to determine the role of social learning in students internal/external characteristics, educational psychology students (N=42), aged 24-40, completed the Adult Nowicki-Strickland Internal External (I/E) Scale and the Wesley Willingness to Risk Questionnaire (WRQ). Analyses of results showed that both male and female facilitators (defined as students who tended to answer no to external items) had significantly higher total I/E and WRQ scores, i.e., were more internal than their inhibitor counterparts, (students who answered no to most risk questionnaire items). The results suggest that academic performance might be enhanced by arranging situational factors in a way that the student will view his success or failure as contingent upon his own behavior. The two scales are appended. (WAS)

DOCUMENT RESUME

ED 233 261 CG 016 838

Truckenmiller, James L.
Predicting Wanton Assault in a General Youth Sample via the HEW Youth Development Model's Community Program Impact Scales, Age and Sex.
SPONS. AGENCY- Pennsylvania State Office of Children, Youth and Families, Harrisburg.
PUB DATE- 8 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Aggression; Crime; *Delinquency; *Labeling (of Persons); Multiple Regression Analysis; *Peer Influence; *Predictive Measurement; *Predictor Variables; *Violence; Youth; Youth Problems
IDENTIFIERS- *Impact Scales; National Strategy for Youth Development

The former HEW National Strategy for Youth Development Model was a community-based planning and procedural tool designed to enhance positive youth development and prevent delinquency through a process of youth needs assessment, development of targeted programs, and program impact evaluation. A series of 12 Impact Scales most directly reflect the model's components in psychometric form. Acceptable reliabilities, substantial predictive validity, and consistent correlational structural validity have been found for the Impact Scales with respect to Self-Reported Delinquency (SRD). In order to determine the ability of the Impact Scales, along with age and sex, to predict wanton assault, 1,551 males and females, aged 10-19, comprising a roughly 6% systematic random sample of youth drawn from schools in one county base, completed the Impact Scales. Analyses of results showed that two variables, youth perceived negative labeling by teachers and youth perceived normative peer group pressure towards delinquency, emerged as the primary predictors of self-reported wanton assault. The analyses also showed that 71.3% of the cases were correctly classified. However, 95% of the youths predictively identified in the high wanton assault group were found to be false positives. The high level of false positives in the prediction of violent behavior highlights the ethical/legal dilemmas involved in the prediction of violence for any given individual. (WAS)

DOCUMENT RESUME

ED 233 276 CG 016 855

Kupisch, Susan J.
Stepping In.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Child Rearing; Family Role; Family Structure; Parent Child Relationship; Parent Role; *Remarriage; State of the Art Reviews; *Stepfamily

A family in which at least one adult has a child prior to the couple's marriage is termed a stepfamily. Although approximately 50 million Americans are members of stepfamilies, there is little research on the nature of stepfamily life. Most authors have projected the stepfamily as a deviant family form, beset with problems and conflict, and less able to provide the appropriate child rearing environment. Reports from stepparents reflect perceptions of being religiously unsanctioned, legally powerless, and socially denied. However, the stepfamily may be viewed as part of a natural evolution of family life, a reorganization of disrupted family units to accomodate the emotional needs of existing members. While differing in structure from the nuclear family, stepfamilies need not differ along critical dimensions related to healthy family functioning. The necessary tasks in stabilizing the family unit involve establishing appropriate role models, redefining financial and social obligations, establishing consistent leadership for children across households, making custody and visitation arrangements, dispelling myths, and maintaining emotional bonds. (Author/WAS)

DOCUMENT RESUME

ED 233 291 CG 016 870

Cooper, Stewart E.; And Others
The Relationship of Trait Indecisiveness to Vocational Uncertainty, Career Indecision, and Interpersonal Characteristics.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attribution Theory; *Career Choice; College Freshmen; *Decision Making Skills; Discriminant Analysis; Higher Education; Interpersonal Competence; *Personality Traits; *Predictor Variables; Psychological Patterns; Student Characteristics; Student Development; Vocational Maturity
IDENTIFIERS- Trait Indecisiveness Scale

Career development theories provide useful ideas for understanding career indecision, but neglect of a measurement of career indecisiveness has caused confusion. To examine the relationship between trait indecisiveness, vocational uncertainty, and interpersonal characteristics, 325 freshmen students were tested with a Trait Indecisiveness Scale and the Leary Interpersonal Checklist. The relationship between indecisiveness and vocational surety was examined by a chi-square test, while the relationship between indecisiveness and interpersonal characteristics was examined by a two-group discriminant analysis based on high versus low indecisive subjects. Self-reported vocational surety was significantly related to indecisiveness, lending support to the validity of the Trait Indecisiveness Scale. Results of the discriminant function showed that the primary interpersonal variables which contributed to the differences between high and low indecisiveness groups were submissiveness, lack of general dominance, self-criticalness, passivity, and cooperativeness (related to the need for acceptance). The validity of the indecisiveness construct as an important component of vocational indecision was supported. Clients suffering career indecision might also have high trait indecisiveness and be experiencing interpersonal discomfort. (Author/JAC)

DOCUMENT RESUME

ED 233 306 CS 007 217

Wallace, William P.
Speed Listening: Exploring an Analogue of Speed Reading. Final Report.
Nevada Univ. System, Reno.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 83
GRANT- NIE-G-81-0112
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Auditory Discrimination; *Auditory Training; Blindness; Cognitive Processes; Elementary Secondary Education; Higher Education; *Language Processing; *Listening Comprehension; *Listening Skills; *Reading Rate; *Speed Reading

To determine whether the impressive rates for speed reading (e.g., 500 words per minute) can be approximated in speed listening, two experiments compared the comprehension level of material heard at a normal speaking rate with that heard at accelerated rates. In the first experiment, the major demonstration experiment, three groups of college students--a control group, a group given three hours of training in listening at normal speed, and a group given an equal amount of training in speed listening--were given comprehension tests of (1) material presented at a normal speaking rate, approximately 180 words per minute; (2) "skimmed" material, having unnecessary words deleted so as to produce a presentation rate of 250 words per minute (rate was determined by dividing the number of words in the original passage by the number of minutes it took to play back the skimmed version); (3) original material speeded up, with pitch correction, to 400 words per minute; (4) material skimmed and accelerated to 500 words per minute; and (5) new material (no presentation). While comprehension following speed listening was below that following a normal presentation, the amount of information acquired per unit of listening time was greater under speed listening conditions. Surprisingly, practice in speed reading had little effect on comprehension, both in this and in the second experiment, which increased practice listening experience time to about 16 hours. The document notes that, beyond its theoretical interest, research in speed listening can be applied to programs for

the reading disadvantaged and for situations where communication must be restricted to auditory channels. (MM)

DOCUMENT RESUME

ED 233 322 CS 007 262

Stelmakh, V. D.
Books and the Mass Media: Modes of Interaction in the USSR. Studies on Books and Reading No. 10.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 82
LANGUAGE - English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Books; Cultural Awareness; Cultural Differences; *Foreign Countries; *Interaction; Leisure Time; Literature Reviews; *Mass Media; *Publishing Industry; Reading Materials; *Reading Research; Research Methodology; Social Influences
IDENTIFIERS- USSR

Dealing with the interrelationship of the book to other forms of mass communication in the Union of Soviet Socialist Republics (USSR), this report focuses on the sociological issues involved and the responses of the public to the various channels of communication. Sections of the report deal with the following topics: (1) the building of the mass communications system in the USSR and its present condition, (2) the future of the book in the USSR, (3) research of the mass communications system, (4) research methods and management, (5) theoretical premises of the research, (6) the place of books and mass media in the leisure time budgets of citizens of the USSR, (7) functional features of mass media and books, and (8) the prestige of books. (FL)

DOCUMENT RESUME

ED 233 339 CS 207 491

Stetson, Elton G.; Boutin, Frances J.
Evaluation of Twelve Elementary Spelling Programs Using the Spelling Program Effectiveness Rating Scale (SPERS).
PUB DATE- 4 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Educational Research; Elementary Education; *Instructional Materials; *Program Evaluation; *Spelling Instruction; *Teaching Guides; *Textbook Research
IDENTIFIERS- *Theory Practice Relationship

Designed to determine how well the student materials and teachers' guides of commercial spelling programs inform teachers of and reflect important spelling research, present management systems adaptable to individual student needs, provide strategies eliminating unnecessary or nonspelling instruction, and maximize the provisions for individual student differences, the Spelling Program Effectiveness Rating Scale was applied to 10 nationally known spelling programs and two programs designed on research-supported strategies. Evaluation results implied that (1) programs with research-supported and nonresearch-supported strategies differed widely; (2) teachers' guides generally failed to report on the literature of spelling, the criteria for word selection, or any empirical research on the effectiveness of their programs; (3) most manuals did not provide clear procedures for handling individual student differences; (4) student materials contained a wide variety of word study activities that were not supported as spelling strategies; and (5) only three of the evaluated programs received an overall rating that was higher on the positive scale than the negative scale. (MM)

DOCUMENT RESUME

ED 233 355 CS 207 674

McCartney, Hunter P.
Academic Public Relations Curricula: How They Compare with the Bateman-Cutlip Commission Standards.
PUB DATE- 8 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Curriculum Evaluation; *Degree Requirements; Educational Research; Higher Education; *Journalism Education; *Majors (Students); *Public Relations; Questionnaires; *School Surveys; Standards

To see what effect the 1975 Bateman-Cutlip Commission's recommendations have had on improving public relations education in the United States, 173 questionnaires were sent to colleges or universities with accredited or comprehensive programs in public relations. Responding to five basic assumptions underlying the commission's recommendations, about one-half of the schools agreed that specialization at the master's level may better prepare a student for a lifetime career in public relations, although a bachelor's degree should be suitable for a first job. About one-half also agreed that the commission's recommendations should conform to the accredited requirements of the American Council on Education for Journalism. (But this assumption also elicited the largest percentage of disagreement.) Opinion strongly favored the commission's assumption that it should change public relations education where necessary, rather than stick to the status quo. Sixty-six percent felt, along with the commission, that public relations should be part of a school or department of journalism. While agreeing with the commission's course recommendations in the humanities and the social and natural sciences, fewer schools accepted its recommendations in communications and business. As programs of schools never hearing of the commission are as close to the commission's recommendations as those with a copy of the report, the Bateman-Cutlip Commission appears to have had little effect in influencing the public relations curricula. (MM)

DOCUMENT RESUME

ED 233 370 CS 207 786

Haskins, Jack B.
The Trouble with Bad News.
PUB DATE- Jan 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Information
Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Attitudes; Communication Research; Mass Media Effects;
*Media Research; *News Media; *News Reporting
IDENTIFIERS- *Audience Response; *Negative News

Subjective comments from veteran news reporters, media critics, and the public give the impression that bad or negative news is becoming a major problem in this country. This impression raises major questions concerning how much is really known about bad news, including whether the media present an accurate or distorted picture of reality in portrayals of bad news, how accurate the public's perception is with regard to the amount and prominence of bad news, the effects of bad news, and constructive approaches to the presentation of bad news. A review of psychological and communications research evidence produces some empirical support for the following hypotheses: (1) since 1950 the proportion of bad news in United States media seems remarkably stable, varying between 25% and 50% of total news space, with American television network news programs being the heaviest dealers in bad news; (2) the news media do not reflect the world of real events very faithfully--the more serious crimes are overrepresented; (3) "too much bad news" is the leading public complaint about media news, but since only about one-third of the news is bad, the public undoubtedly misperceives and overestimates the actual amount; (4) interest in bad news, however, averages about one-fourth to one-third higher than for other kinds of news combined; (5) in the short run, even a short radio broadcast can have several undesirable effects, while the long term effects can only be suspected; and (6) happy endings, optimistic titles, and solutions to problems are more interesting than the same bad news items without such positive approaches. (HTH)

DOCUMENT RESUME

ED 233 386 CS 207 803

Rubin, Donald L.; Kantor, Kenneth J.
Talking and Writing: Building Communication Competence. The Talking and Writing Series, K-12, Successful Classroom Practices.
Dingle Associates, Inc., Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC. Basic Skills Improvement Program.
PUB DATE- 83
CONTRACT- 300-81-0400
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Communication Research; *Communication Skills; Elementary Secondary Education; Language Patterns; *Language Styles; Language Usage; Oral Language; *Speech Instruction; *Speech Skills; Standard Spoken Usage; Writing Instruction; *Writing Skills; Written Language
IDENTIFIERS- *Theory Practice Relationship

Prepared as part of a series applying recent research in oral and written communication instruction to classroom practice, this booklet focuses on how children and young adults make meaning in speech and writing and on ways teachers can encourage their language development. Following a brief introduction, the first major section of the booklet analyzes communication competence according to four principles: (1) sensitivity to situational factors, including medium of communication, function, setting, topic, discourse process, and audience; (2) flexibility; (3) performance; and (4) feedback. The second section discusses the school as a communication context and examines the different speaking and writing situations students encounter daily. The third presents a model of communication development stressing social awareness, coding, and reconstruction of experience, and the fourth section examines the interdependence among these dimensions. The concluding section discusses teaching for communication competence. Examples of student work are included throughout the booklet. (FL)

DOCUMENT RESUME

ED 233 402 CS 504 280

Schmidt, Molly Spengler; Schmidt, Mark J.
Applications of Direct Mail in Voter Turnout Activities.
PUB DATE- 28 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Communication Research; Content Analysis; Letters (Correspondence); *Motivation Techniques; *Persuasive Discourse; *Politics; Voting
IDENTIFIERS- *Direct Mail Campaigns; *Persuasive Strategies; Political Campaigns; Voters

A study examined the strategies used in 11 "get-out-the-vote" (GOTV) 1982 direct mail campaign letters, which were mailed on behalf of Republican candidates in two gubernatorial, one congressional, and one U.S. Senate race. All letters were mailed from four states with different political climates: Illinois, Minnesota, California, and Virginia. Nine of the eleven letters analyzed employed between six and eight compliance-gaining strategies such as punishment or reward appeals, or altruism, argument, and circumvention strategies. These samples tended to use much the same language style, and were representative of most political direct mail pieces. The other two letters used only the strategies of direct request and explanation through the use of empirical evidence. The Illinois letter, which was very short, began by refuting the requests typically made by political direct mail. Readers were asked to mail a card expressing their commitment to vote. Even though actual effectiveness is unverifiable, initial commitment cards and absentee ballot responses provided a sound basis for evaluating overall effectiveness. Considering that the two most successful GOTV mailings used only two compliance strategies, it seemed reasonable to link effectiveness with the utilization of a limited number of compliance strategies. In comparing the GOTV letters containing eight compliance strategies with the letters containing two strategies, it was easy to determine that the two-strategy letters were easier to absorb and much more straightforward. (HTH)

DOCUMENT RESUME

ED 233 418 CS 504 346

Directory of Theatre Programs.
Association for Communication Administration, Annandale, VA.
PUB DATE- 83
AVAILABLE FROM- Association for Communication Administration National Office, 5105 Backlick Rd., #E, Annandale, VA 22003 ($5.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Academic Advising; *College Programs; Directories; *Doctoral Programs; Higher Education; *Masters Programs; *Theater Arts

Intended to aid theatre administrators as they attempt to exchange information, high school and college faculty members as they advise students on the availability of suitable programs, and students of theatre as they seek programs appropriate to their needs, this directory groups theatre programs by state and lists them alphabetically. Each entry begins with the name of the institution, followed by the degrees offered, the number of full-time and part-time faculty, the name and title of the chief theatre administrator, the complete mailing address, and the office telephone number. For the convenience of advisers, programs offering MFA (Master of Fine Arts) and PhD degrees are summarized again at the end of the directory. The questionnaire used to obtain the information for the directory is also included. (HTH)

DOCUMENT RESUME

ED 233 434 EA 015 856

Daresh, John C.; LaPlant, James C.
In-Service for School Principals: A Status Report.
Iowa Univ., Iowa City. Inst. for School Executives.
PUB DATE- Apr 83
AVAILABLE FROM- Publications, Institute for School Executives, 210 Lindquist Center, University of Iowa, Iowa City, IA 52242 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- College Programs; Competency Based Education; Elementary Secondary Education; *Inservice Education; Institutes (Training Programs); *Management Development; Networks; Postsecondary Education; *Principals; Staff Development
IDENTIFIERS- Principals Inservice Program

An examination of literature in the field of staff development reveals five models of inservice for principals. The traditional model involves enrolling in courses at colleges and universities. Institutes are short-term specific learning experiences. Competency-based training identifies knowledge and skills needed and focuses on influencing programs. The inservice academy is similar to the traditional model, but an agency provides classes. In networks, individuals from differennt schools and districts link together to share information. Evaluation of these models reveals that adults learn best in situations where they are connected to the process. The Principals' In-Service Program, developed with support of the Institute for Development of Educational Activities, builds on the positive features of the five models. Piloted in 1978-79, it focuses on the needs of local schools and principals. The structure is a collegial support group of 6-10 principals working together with a trained facilitator on long- and short-term problems with a defined agenda. Participants are committed to a full day once a month for 2 years. The group allows principals responsibility for their own learning and development. No implication is meant for superiority of any one of these models. The principals' role is important, and effective inservice education must be a priority for the 1980's. (MD)

DOCUMENT RESUME

ED 233 449 EA 015 871

Berger, Michael A.
Two Paradoxes in Managing Decline: Comprehensive Planning and Participation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 82
GRANT- NIE-G-80-0170
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrative Principles; Declining Enrollment; Educational Cooperation; *Educational Planning; Educational Research; Elementary Secondary Education; Long Range Planning; Master Plans; *Participative Decision Making; Policy Formation; Questionnaires; Regression (Statistics); *Retrenchment; *School Community Relationship; School Districts; Teacher Role

Previous management research supports the view that comprehensive planning and participative decision-making are important factors in reducing community opposition to educational policies. To investigate the possibility that neither of these strategies necessarily has this effect, a survey was undertaken of 53 school districts that had experienced declining enrollment over a 10-year period beginning in 1970-71. Following data collection by means of closed-ended questionnaires called checklists, a least-squares regression analysis was conducted of all variables, including community opposition, planning comprehensiveness, consultant involvement, teacher involvement, and community involvement. Results, as revealed in three statistical tables, indicate that, contrary to what might have been expected, comprehensive planning may actually increase rather than decrease opposition in conditions of decline where less systematic, shorter term planning might be more effective. Similarly, although increased participation generally leads to less opposition, in times of retrenchment only teacher involvement tends to decrease resistance. Under such conditions, the increased involvement of outside consultants and the community at large may have no impact on efforts to reduce opposition. (JBM)

DOCUMENT RESUME

ED 233 464 EA 015 913

Homework Surveys for Teachers, Parents, and Students.
Belmont Elementary School District, Belmont, CA.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Attitude Measures; Board of Education Policy; Elementary Education; *Homework; *Parent Attitudes; Questionnaires; *Student Attitudes; Surveys; *Teacher Attitudes
IDENTIFIERS- PF Project

Three questionnaires designed to measure attitudes regarding homework and the current homework policy in the Belmont Elementary School District are provided. The teachers' survey includes questions related to the district's homework policy (which is included in the instrument), the amount and type of homework they assign, and how they feel about homework. The parents' survey also asks their opinion of the current policy, the amount and type of homework their child is assigned, and what the parent's role should be. The students' survey contains questions on amount and type of homework, how they feel about their homework, where and how they do homework, whether their parents help, and whether their homework is corrected. (DC)

DOCUMENT RESUME

ED 233 479 EA 016 044

Moore, Mary T.; And Others
The Interaction of Federal and Related State Education Programs. Summary Report of a Congressionally Mandated Study.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 83
CONTRACT- 400-81-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTIONS- Compliance (Legal); Conflict; Educational Administration; *Educational Opportunities; *Federal Legislation; *Federal Programs; Federal Regulation; *Federal State Relationship; Participative Decision Making; Politics of Education; Secondary Education; *State Programs; States Powers
IDENTIFIERS- Civil Rights Act 1964; Education for All Handicapped Children Act; *Elementary Secondary Education Act; Federalism; Vocational Education Act 1963

This report summarizes a two-volume study focusing on state administration of selected federal education programs and federal and state interactions surrounding programs for special pupils. Federal programs and civil rights provisions examined include four titles of the Elementary and Secondary Education Act, the Education for All Handicapped Children Act, the Vocational Education Act of 1963, and Title VI of the Civil Rights Act of 1964. Findings drawn from an analysis of federal program requirements, documentary material, and personal interviews with over 300 individuals at the state and local levels in eight states indicate that while the federal education programs examined did not have a great impact on the states' political environments, federal and state program interactions are robust and diverse, without the intense conflicts expected from popular accounts. Current federal education strategies emerging from the study include the following trade-offs: requiring a basic level of uniformity across the states that initially induces greater intergovernmental conflict; granting more decision-making discretion to the states, resulting in wider program variation but less conflict; and bypassing state-level administrative structures, thereby relinquishing a strong impact on state actions but minimizing potential conflict. (JBM)

DOCUMENT RESUME

ED 233 494 EA 016 061

Teacher Tenure Appeals: Opinions 1-79 to 26-79 of the Secretary of Education. Also Includes 15-77A, 29-77, and 18, 22, 28, 38, and 39 of 1978. Volume IX.

Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Behavior Standards; Board of Education Policy; Career Change; Competence; *Court Litigation; Due Process; Educational Malpractice; Elementary Secondary Education; Moral Issues; School Districts; *School Law; Social Behavior; *State Departments of Education; *Teacher Dismissal; Teacher Effectiveness; Teacher Evaluation; *Tenure
IDENTIFIERS- *Pennsylvania

Decisions by the Pennsylvania Secretary of Education contained in this publication are on appeals made by 33 professional school personnel against actions taken by their school boards. For each case, the employee (appellant) and district (appellee) are cited with a teacher tenure appeal number, the reason for the appeal, findings of fact that summarize the actions of the appellant and appellee, a discussion of the case citing relevant legal precedents, and the decision made by the secretary. At the end of the publication the 33 cases are categorized under causes for dismissal as follows: immorality, persistent and willful violation of school law, persistent negligence, professional employee status, incompetency, demotion in type of position, demotion in salary, accumulated sick leave and sabbatical, entitlement of back pay, and mandatory retirement age. (MLF)

DOCUMENT RESUME

ED 233 509 EC 160 012

Britt, Yvette Daniel; Feldman, David
The Effect of Redundancy on Accelerating Academic Performance in Math of a Primary Grade Learning Handicapped Student.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Addition; Drills (Practice); *Error Patterns; Grade 2; *Learning Disabilities; *Mathematics Instruction; Primary Education; *Redundancy

The study investigated whether the pre-arrangement of math facts in spaced repetitions redundancy would increase the acquisition rate of a second grader with poor mathematics achievement. Baseline data were provided by observation of in-class math performance of addition sums zero through 18. In the experimental phase, worksheet problems were presented visually and arranged in 50% spaced redundancy and the subject was reinforced for correct responses. Subsequent intervention phases used only reinforcement and spaced redundancy and then only spaced redundancy. During the intervention phases, the S's error rate dropped to near zero, with long term retentive learning demonstrated. Results suggested that 50% spaced redundancy was a powerful antecedent stimulus in remediating math deficiencies. (CL)

DOCUMENT RESUME

ED 233 526 EC 160 049

Mitchell, Patricia Bruce, Ed.
An Advocate's Guide to Building Support for Gifted and Talented Education.
National Association of State Boards of Education, Washington, D.C.
PUB DATE- 81
AVAILABLE FROM- National Association of State Boards of Education, 444 N. Capitol St., N.W., Washington, DC 20001 ($7.50 each, $20.00 set of 3).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Advocacy; *Change Strategies; Elementary Secondary Education; *Gifted; Local Government; *Parent Associations; Program Development; State Government; *Talent

The guide presents six papers designed to help people become effective advocates for gifted and talented children. In "Effective Advocacy: Understanding the Process and Avoiding the Pitfalls," P. Mitchell considers such obstacles as using an adversarial rather than a persuasive approach and being impatient. She charts a procedure for more systematic advocacy beginning with needs assessment, planning, contact, and finally evaluation and followup. T. Kraver ("Parent Power: Starting and Building a Parent Organization") presents practical guidelines for parents on such topics as creating public awareness and recruiting members. Experiences in North Carolina are reflected on by L. Aubrecht in "Organizing for Advocacy: Making It Work on the State and Local Level." In "Knowing What You Want and Getting It," R. Siewert reviews the state legislative and rulemaking processes with notes from Oregon's experiences. P. O'Connell ("Advocating for Long-Lasting Change") reviews rules of behavior change and puts forth seven principles for success in advocacy, including injunctions to listen, study other successful advocacy efforts, and define the solution. In the final paper, W. Apker considers "The Challenges Ahead for Gifted and Talented Education" on federal, state, and local levels. (CL)

DOCUMENT RESUME

ED 233 542 EC 160 070

Harrison, Patti L.
The Performance of Emotionally Disturbed, Hearing Impaired, and Visually Handicapped Children on the Vineland Adaptive Behavior Scales.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Adaptive Behavior (of Disabled); Elementary Secondary Education; *Emotional Disturbances; *Hearing Impairments; Standardized Tests; *Test Norms; *Visual Impairments
IDENTIFIERS- *Vineland Adaptive Behavior Scales

The Vineland Adaptive Behavior Scales were administered to 134 emotionally disturbed children (9-15 years old), 323 hearing impaired children (6-13 years old), and 185 visually handicapped children (6-13 years old). Respondents were residential program staff familiar with the children's daily activities. Scores were computed for six domains: communication, daily living skills, socialization, motor skills, and two measures of maladaptive behavior. Means and standard deviations are presented across the six domains for each of the three populations. Results indicated that the difference between the visually handicapped and non-handicapped sample was much greater than differences between the other two handicapped samples and the nonhandicapped sample. Greater variability in adaptive behavior scores was noted for hearing impaired and visually impaired samples. In general, the intercorrelations among adaptive behavior domains were higher for the visually impaired sample. Data supported the need for special norming of the Vineland for these populations. (CL)

ED 233 124 CE 030 767

Corvalan-Vasquez, Oscar E.
Apprenticeship in Latin America: The INACAP Program in Chile. A Case Study. Occasional Paper #6.
Michigan State Univ., East Lansing. Non-Formal Education Information Center.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, D.C. Bureau for Development Support.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Apprenticeships; Comparative Analysis; Developing Nations; Educational Research; Foreign Countries; Graduate Surveys; *Nonformal Education; *Nontraditional Education; Postsecondary Education; Program Development; *Program Effectiveness; *Vocational Education; Vocational Followup
IDENTIFIERS- *Chile; *Instituto Nacional de Capacitacion Profesional; Latin America

The development of apprenticeship programs in several Latin American countries was investigated with a focus on the results of an industrial apprenticeship program in Santiago, Chile. The program studied was the Instituto Nacional de Capacitacion Profesional (INACAP), the national vocational training institute of Chile. The purpose of the study was to determine whether the INACAP's industrial apprenticeship program offered a plausible nonformal educational alternative to Chile's industrial-technical schools. The clientele of the INACAP program were from the more disadvantaged groups of the population, had rarely continued their schooling beyond the compulsory level, and entered the program to learn a trade more quickly than in vocational schools. Only about one-half of the graduates were working in their trained-for trades; nearly one quarter were unemployed. Most of the INACAP graduates had a higher or similar level of job performance as compared to their coworkers. Their higher earnings were not due to higher socioeconomic backgrounds. Although the apprenticeship program yielded higher rates of return than the industrial vocational school programs, a study of costs of both systems showed that the yearly investment per student was slightly higher in the apprenticeship program. (Some policy implications are discussed.) (YLB)

ED 233 168 CE 036 643

Hippolitus, Paul; Bregman, Ralph
Impact of State Comprehensive Cooperative Agreements on Local Vocational Education Programs for Handicapped Youth.
National Advisory Council on Vocational Education, Washington, D.C.; President's Committee on Employment of the Handicapped, Washington, D.C.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Accessibility (for Disabled); Access to Education; Agency Cooperation; *Cooperative Planning; Delivery Systems; *Disabilities; *Educational Cooperation; Individualized Education Programs; National Surveys; Questionnaires; *School Districts; Services; Shared Services; Special Education; *Statewide Planning; Student Placement; Student Recruitment; Transportation; *Vocational Education; Vocational Rehabilitation
IDENTIFIERS- Impact Studies

A study examined the impact of state comprehensive cooperative agreements on vocational education programs for handicapped youth. During the study, 45 local educational agencies operating in 17 states with comprehensive cooperative state agreements were asked to rate the degree of influence that the state agreement had on such programming areas as physical access, program access, recruitment, placement, special services, Individualized Education Program (IEP) preparation, transportation, pooling of resources, and other areas. Based on data obtained from 44 completed surveys, the researchers determined that state-level comprehensive cooperative agreements do have a significant and positive influence on the delivery of local vocational education programs for handicapped youth. Included among the areas that were most affected by such state agreements were inservice teacher training programs for staffs, improvement and accommodation in curricula and related program strategies, and sharing of resources and data. In addition, the researchers found that those comprehensive agreements having minimum details were perceived as having the most impact. Recommendations were made calling for continued development of comprehensive cooperative agreements. (MN)

ED 233 200 CE 036 690

The Buttonhole Machine. Module 13.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- Behavioral Objectives; Check Lists; Clothing; Clothing Instruction; Learning Activities; Learning Modules; Needle Trades; *Occupational Home Economics; Postsecondary Education; Secondary Education; *Sewing Instruction; *Sewing Machine Operators; Student Evaluation
IDENTIFIERS- *Sewing Machines

This module on the bottonhole machine, one in a series dealing with industrial sewing machines, their attachments, and operation, covers two topics: performing special operations on the buttonhole machine (parts and purpose) and performing special operations on the buttonhole machine (gauged buttonholes). For each topic these components are provided: an introduction, directions, an objective, learning activities, student information, a student self-check, and a check-out activity. An instructor's final checklist for evaluating the students' performance is attached. (YLB)

ED 233 201 CE 036 691

The Zig Zag Machine. Module 14.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Check Lists; Clothing; Clothing Instruction; Learning Activities; Learning Modules; Needle Trades; *Occupational Home Economics; Postsecondary Education; Secondary Education; *Sewing Instruction; *Sewing Machine Operators; Student Evaluation
IDENTIFIERS- *Sewing Machines

This module on the zig zag machine, one in a series dealing with industrial sewing machines, their attachments, and operation, covers one topic: performing special operations on the zig zag machine. These components are provided: an introduction, directions, an objective, learning activities, student information, a student self-check, and a check-out activity. An instructor's final checklist for evaluating the students' performance is attached. (YLB)

ED 233 247 CG 016 824

Alpert, Judith L.; Yammer, M. David
Research in School Consultation: A Content Analysis of Selected Journals.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Behavioral Science Research; *Consultation Programs; Content Analysis; Educational Psychology; Literature Reviews; Mental Health; Organizational Development; *Research Design; *Research Methodology; Research Problems; School Counseling; *School Psychologists

The complexity of the school consultation field points to the need for review of the current state of the field. To further understanding of the content and methodology utilized in consultation research, a content analysis of research articles published over the last 12 years considered the following areas: type of consultation, subject matter, setting for consultation research, research design, statistical techniques, and methodology. Analysis of articles published in the Journal of School Psychology (49 issues), Psychology in the Schools (49 issues), Professional Psychology (57 issues), and School Psychology Review (10 issues) from 1970 to mid-1982 showed that: (1) approximately 75% of consultation research concerned behavioral consultation (as opposed to mental health and organizational development consultation); (2) most research focused on individual cases rather than administrative programs, and was concerned with remediation rather than prevention; (3) most studies concerned outcome only; (4) over 50% of the research was conducted in elementary schools, while junior high school, high school, college, and special education settings received little attention; (5) comparison groups were not used routinely; (6) baseline studies and survey questionnaires were the most common research methods used; and (7) few studies used sophisticated statistical techniques. (WAS)

ED 233 262 CG 016 839

It's Your Move: Juveniles in Adult Jails and Lockups.
Illinois Univ., Champaign. Community Research Center.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- 83
GRANT- 80-MU-AX-K007
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Adolescents; Advocacy; *Citizen Participation; Community Influence; *Correctional Institutions; Criminals; Delinquent Rehabilitation; Elementary Secondary Education; Juvenile Courts; *Preadolescents; *Prisoners; Resource Materials; *Social Problems; Youth Problems
IDENTIFIERS- Status Offenders

This booklet discusses the confinement of juveniles in adult jails, and offers suggestions for local citizens who want to remedy the problem. The first section presents background information on juveniles in adult jails, and discusses the following issues: the physically and psychologically damaging effects on juveniles of incarceration in adult jails; the poor physical conditions of jails; the Juvenile Justice and Delinquency Prevention Act; and alternatives to adult jails for juveniles. The second section suggests steps that concerned citizens can take to promote changes, e.g., visiting and observing local jails, participating in state and local planning efforts, and volunteering to work on alternative programs for juveniles. The third section presents suggestions for a public education program that local community, regional, and statewide groups can mount to resolve the problems of juveniles in adult jails; topics include the publicity coordinator, the press, public service programming, print materials, and communicating the desired message. The fourth section lists state and federal contacts and references that might help local groups in their efforts to remove juveniles from adult jails; they are organized under the following headings: National Criminal Justice Reference Service, Sources in Juvenile Justice, Sources in Public Education, Resources for Removing Children from Jail, Youth Advocacy Organizations, and National Youth Advocacy Groups. (WAS)

ED 233 419 CS 504 347

Bezzini, John J.; Desmond, Roger Jon
Adoption Processes of Cable Television.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adoption (Ideas); Adults; Attitudes; Audiences; *Cable Television; Communication Research; *Interpersonal Communication; *Television Research; *Television Surveys; Television Viewing
IDENTIFIERS- Audience Analysis; *Family Communication; Media Adoption; Media Use

A study was conducted to determine the place of cable in the lives of subscribers and its perception among nonsubscribers. Subjects, 251 subscribers and 246 nonsubscribers in a northeastern city midway in the process of cable diffusion, responded to a number of questions concerning their recreational activities, sources of information about cable, reasons for adoption or nonadoption of the medium, family communication about it, and ownership of other media technologies, such as video games. Demographic data were also gathered. Results showed that those subscribing to cable television services were more affluent, more likely to be married, and more likely to live in households with children than were nonsubscribers. The data also suggested that cable television was most often requested by children in a household, and that parents often yielded to their requests for the type of programing provided by cable. When children left a home, parents declined to subscribe, offering reasons suggesting that cable is a commodity that needs justification rather than a necessity that stands alone. Overall, the findings indicate that the decision to subscribe, maintain, and terminate subscription to cable television takes place within a matrix of interpersonal communication. (FL)

ED 233 435 EA 015 857

Zuga, Karen F.
How Do Parent-Teacher Conferences Influence the Curriculum?
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; Communication Problems; Curriculum Research; Elementary Secondary Education; Faculty Workload; *Parent Attitudes; Parent Participation; Parents; Parent School Relationship; *Parent Student Relationship; *Parent Teacher Conferences; *Parent Teacher Cooperation; School Policy; Student Attitudes

In an effort to describe parent-teacher conferences and assess their influence on the curriculum, three researchers interviewed children, parents, teachers, and the principal of a midwestern elementary school and observed various school and Parent Teacher Association functions. High school and elementary school parents were mailed a survey. Research focused on how to describe parent-teacher conferences, parents' beliefs about conferences and what they learned, and children's views of conferences. Parent-teacher conferences were described as discussions of the students' attitudes and academic and social performance in school. Parents believed that they were to work in a partnership with teachers to help students and received information on their children's problem areas. Children reported that they were helped by the conferences, most often by their parents' advice and assistance with schoolwork. The evidence suggests that the major purpose and function of the conference is to help students conform to standardized school requirements. Communication flows from teacher to parent to student, but parents' comments to the teachers have little influence on the curriculum. Conferences are trivialized by class size and time limitations. Parents willingly attend conferences in the early school years but stop attending conferences as children advance in school. Because the effectiveness of parent-teacher conferences is limited by the parents' understanding of the discussion and communication of it to their children, teacher-student conferences might also be warranted. (MJL)

ED 233 465 EA 015 922

Bucknam, Ronald B.; Brand, Sheara G.
Highlights from Evaluation of EBCE.
Association for Supervision and Curriculum Development, Alexandria, Va.
PUB DATE- Mar 83
AVAILABLE FROM- Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)
DESCRIPTIONS- Academic Achievement; *Career Education; *Experiential Learning; *Field Experience Programs; Job Skills; Literature Reviews; Program Effectiveness; Program Evaluation; *School Community Programs; Secondary Education; Student Attitudes
IDENTIFIERS- *Experience Based Career Education; PF Project
THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT A meta-analysis of 80 third-party evaluations (all that were conducted) of Experience-Based Career Education programs shows that in the large majority of programs: (1) EBCE students made large gains not only in career skills and life attitudes but also in academic skills; (2) EBCE students gained more than students in the typical high school curriculum; (3) students made greater gains in programs with high fidelity to the developers' models, but findings were positive even in low-fidelity programs; and (4) contrary to some predictions, students at all socioeconomic levels from all types of residential areas profited from their EBCE experience. ASCD's Resource Information Service (RIS) provides ASCD members access to research and sources of information on selected topics. The information is available through RIS-sponsored research syntheses, the RIS column in "Update," and the quarterly publication, "Curriculum Update." (Author)

ED 233 510 EC 160 013

Travel Training for the Handicapped. Final Evaluation Report, 07/01/81 to 09/30/82.
New York City Public Schools, Brooklyn, N.Y.
PUB DATE- 82
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Demonstration Programs; *Disabilities; Elementary Secondary Education; Program Evaluation; *Transportation; *Travel Training; *Urban Education

The final report details accomplishments of a New York City demonstration program to train handicapped students to travel independently on public transportation. It is explained that three major objectives were attained: five new replicators were identified during each of 3 years, replicators followed the program description, and replicators continuing for more than a 1-year period received continued assistance from the demonstrator. Among activities described are dissemination of program information, orientation workshops, staff training for new replicators, and newsletter production. Evaluation activities included discrepancy analyses performed during replicator site visits, measures of the amount and type of technical assistance provided, and examination of project logs to determine communication between demonstrators and current replicators. Type and year of project participation by New York State Schools and school districts are depicted in an appended table. (CL)

ED 233 138 CE 036 502

Misanchuk, Earl R.
Toward a Multi-Component Model of Educational and Training Needs.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Business; Data Analysis; Data Collection; *Educational Assessment; *Educational Needs; Individual Needs; Job Skills; *Models; *Needs Assessment; On the Job Training; Postsecondary Education; *Research Design; *Research Methodology; Values
IDENTIFIERS- Private Sector

Although the technology of needs assessment has made progress in recent years, much still remains to be learned about how to determine the kinds of training methods and programs that should exist. Of the technology currently available, most is more suited to application with learner groups that are "closed" and "captive" rather than to learner groups that are "fuzzy" and "free." More work needs to be done on developing a technology for determining what people do and what they value doing. One conceptualization of need that has proved useful in several contexts, including a business training needs assessment, is a model that conceives of need as consisting of the following three components: the competence or ability of an individual to perform a task or skill, the relevance of the task or skill for the individual's particular job role, and the individual's desire to undertake training or education in the task or skill. The most immediate benefit of applying the concept of need components is in being able to determine empirically what activities people do and how they value those activities, with greater convenience and with less negative influence from the characteristics of the target group. (MN)

ED 233 153 CE 036 612

Kidney, John
Federal and State Employment Laws. Module Number 11. Work Experience Program Modules. Coordination Techniques Series.
Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.; Northern Iowa Univ., Cedar Falls. Dept. of Business Education and Administrative Management.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Cooperative Education; *Employment Practices; *Federal Legislation; *Labor Legislation; Learning Activities; Occupational Safety and Health; Pretests Posttests; Records (Forms); Secondary Education; *State Legislation; Teacher Education; Vocational Education
IDENTIFIERS- Subminimum Wage; Working Papers

This self-instructional module, the eleventh in a series of 16 on techniques for coordinating work experience programs, deals with federal and state employment laws. Addressed in the module are federal and state employment laws pertaining to minimum wage for student learners, minimum wage for full-time students, unemployment insurance, child labor laws, hazardous occupations, work permits, and procedures for completing and filing an application form to employ a student learner at subminimum wage. The module contains a series of pretests, learning activities, and self-checks; sample forms; a posttest; and a list of additional resources. Appended to the module are a sample application for a handicapped worker certificate and an Iowa child labor form. (MN)

ED 233 277 CG 016 856

Rudolph, Linda B.
The Impact of the Divorce Process on the Family.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adolescents; Children; *Developmental Stages; *Divorce; Elementary Secondary Education; *Emotional Adjustment; Family Problems; *Family Relationship; Literature Reviews; Marital Instability; *Stress Variables

One of the most dramatic changes in the American culture in recent years is the emergence of a family unit experiencing stages of disruption and reorganization as a common pattern. The stereotypical middle-class, suburban family continues to exist, but other variations of families exist also, family units for which past guidelines and assumptions based on the "normal" nuclear family may not be appropriate. Divorce can have positive or negative effects on the adults and children involved. The legal, social, psychological, economic and other lifestyle changes can be overwhelming. On the other hand, adults and children may be freed to establish new roles and relationships, according to some writers. Most research indicates that the child's developmental level is a significant factor in adjustment to divorce. Qualitative and quantitative differences appear to exist in the way children of varying developmental levels respond to the divorce process. This paper reviews and summarizes the research describing the effects of divorce at varying age levels, and enumerates factors which contribute to good adjustment after divorce. The paper also presents 12 areas in need of further research (e.g, ages of development at which divorce has the most adverse consequences, adverse effects of the divorce process on academic achievement, and types of conflict most harmful to children), with comments on most areas. (Author/WAS)

ED 233 323 CS 007 263

Bibliography of Books for Handicapped Children. Part I. Studies on Books and Reading No. 11.

SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Adolescent Literature; Annotated Bibliographies; *Books; *Childrens Literature; *Disabilities; *Foreign Countries

Intended to focus attention on the vital role that books can play in integrating handicapped children into the everyday world around them, this bibliography lists children's books, currently available worldwide, published for and about handicapped children. The first of a two part series, this bibliography presents titles from the following countries: Austria, Australia, Belgium, Brazil, Canada, Switzerland, Czechoslovakia, West Germany, East Germany, Denmark, Spain, and the United Kingdom. In the case of countries with more than one language, titles are further subdivided by language. The titles for each entry are presented in their original language, followed by the English translation. Recommended reading age and the handicap dealt with are indicated in each annotation. (HTH)

ED 233 340 CS 207 508

Collis, Kevin F.
Language Development and Intellectual Functioning. Occasional Papers No. 10.
United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Asian Centre for Educational Innovation for Development.
PUB DATE- Jul 82
AVAILABLE FROM- UNIPUB, 1180 Ave. of the Americas, New York, NY 10036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Child Language; *Cognitive Development; *Cognitive Processes; Developmental Stages; Early Childhood Education; *Epistemology; Evaluation Methods; *Language Acquisition; Language Research; Learning Processes; Logical Thinking, Primary Education

Intended for elementary school language arts teachers, this paper outlines some recent work in the area of cognitive functioning and shows how this highlights the necessity for great care in fostering a child's language competence at two different stages: very early childhood and early to middle primary school. Following an introduction, the paper reviews literature on the development of intellectual functioning. Next, research on language development and logical functioning is examined. An appendix contains an example of a response model (SOLO taxonomy) for evaluating the quality of creative writing. Summaries or abstracts (listed in the document as "annexes") are included for the following references: "Evaluating the Quality of Learning: the SOLO Taxonomy," by J. B. Biggs; "The Underlying Mechanism of Intellectual Development," by R. Case; "Children's Minds," by M. Donaldson; "A Theory of Cognitive Development: The Control and Construction of Hierarchies of Skills," by K. W. Fischer; and "Phenomenography--Describing Conceptions of the World around Us," by F. Marton. (HTH)

ED 233 371 CS 207 787

Roellich, Carol; Carlson, Diana M.
Teaching Writing Easily and Effectively to Get Results. Part I: The Analysis Approach, A Model.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Expository Writing; Learning Motivation; *Models; Morale; Secondary Education; Student Attitudes; *Student Motivation; *Teaching Methods; Writing (Composition); *Writing Exercises; *Writing Instruction; *Writing Processes; Writing Readiness; Writing Skills
IDENTIFIERS- *Invention (Rhetorical)

Secondary school teachers can present the process of writing compositions simply and effectively by adopting three tools: the positive approach, the easy three-step analysis process, and the brainstorm outline. Using the positive approach, teachers first convince students that writing effectively is important to them--it gives them the power to think more clearly and to influence others' thinking. Next, teachers generate a positive learning atmosphere, helping students to feel good about their writing. Then teachers explain the three-step analysis process--make a statement, give examples, and explain proofs--and show how this process can be applied to a simple assignment, such as analyzing how commercials use gimmicks to sell products. By adapting the brainstorm outline to their topics, teachers help students generate new ideas. (A model of a brainstorm outline and sample applications of the analysis process to literature are appended.) (MM)

ED 233 495 EA 016 062

Greenly, John M.
Instructional Manual for School Building Records.
Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Guides; Building Conversion; Elementary Secondary Education; Enrollment; Facility Improvement; *Facility Inventory; *Facility Utilization Research; Glossaries; *Recordkeeping; *School Buildings; *School Construction; School Location

This instructional manual for interpreting the Pennsylvania School Building Record is a guide for completing the annual School Building Change Report. The manual gives specific instructions for filling out the reports. It is written in five sections, each with definitions and illustrated examples of forms for the Building Change Report: (1) deactivated buildings, (2) no changes in building record, (3) changes or corrections in building data, (4) new or reactivated buildings, and (5) utilization and enrollment data. The manual contains a glossary of terms and a practical pupil capacity range determination. (MD)

ED 233 543 EC 160 071

McGinnity, Betsy L.

Vocational Options for Deaf-Blind Youth Through Community-Based Training. Project ADVANCE.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adolescents; Community Resources; *Deaf Blind; *Employment; *Job Skills; Program Descriptions; Sheltered Workshops; *Vocational Education; Young Adults
IDENTIFIERS- *Project ADVANCE

Project ADVANCE currently provides vocational training to 26 deaf-blind adolescents and young adults attending Perkins School for the Blind in Watertown, Massachusetts. The project has developed community work sites in four different vocational options: (1) competitive employment, (2) a student operated small business, (3) sheltered enclave within industry, and (4) sheltered employment. Students progress from instruction in job tasks and work behavior to a gradual phasing out of the teacher's supervisory role with employers assuming the supervision. Competitive positions include food preparers, bakers' assistants, and laundry workers. The student operated business provides janitorial services, while the sheltered enclave within industry is an industrial bakery. The sheltered employment setting is a workshop/work activity program in which students participate for 4-8 hours per week. The project emphasizes such necessary student work behaviors as problem solving and conflict resolution, while also helping employees and employers deal with the deaf-blind person. (CL)

ED 233 183 CE 036 671

Jacobs, James
Small Business and Economic Development in Macomb County.
Macomb Community Coll., Warren, MI. Center for Community Studies.
PUB DATE- Jun 83
AVAILABLE FROM- Center for Community Studies, Macomb Community College, 44575 Garfield Road, Bldg. F-134, Mt. Clemens, MI 48044-3197 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Community Colleges; *Community Development; Economic Change; Economic Climate; *Economic Development; Economic Factors; Educational Needs; Employment Opportunities; Employment Patterns; *Futures (of Society); *Metal Industry; Metal Working; Program Development; *Small Businesses; Two Year Colleges
IDENTIFIERS- *Macomb County Community College MI

This study examined the economic development role of small businesses in Macomb County, Michigan, in order to identify those businesses which are most significant in terms of their contribution to economic development and, which therefore, would warrant public support for their retention and growth. Using these criteria, the study isolated the role played by the tool and die, machine making, and fabricated metal parts industries. In addition, the study considered the significance of administrative and auxiliary businesses, the coordinating and research arms of manufacturing industries in Macomb County. While the latest economic census of Macomb County private businesses revealed that these areas have suffered a relative deline over the past 7 years, considerable amounts of wages are still earned in these industries. Although service sector employment (a low-wage industry) has grown, the manufacturing area still accounts for a majority of the wages earned in Macomb County. The study concluded, therefore, that the economic development of Macomb County would best be served by retaining and expanding these high-wage industries. The study suggested several ways of implementing this goal: first, the establishment of a county-wide technology center that can conduct research and aid in developing the necessary machinery to enable the metal-bending industries to remain competitive; second, the establishment of an import-export center that can aid these industries in penetrating foreign markets; and third, the application of job training funds to the needs of individuals within these industries. The study anticipates a key role for Macomb Community College in working with government, business, labor, and the community to rejuvenate and retain the metal-bending industries. (Author/KC)

ED 233 217 CE 036 753

Davis, Edward L.; Zelinko, Margaret A.

Entrepreneurship in Voc Ed: A Guide for Program Planning. Leadership Training Series No. 62.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (Order No. LT62--$6.50; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Education; Career Education; *Course Content; Course Descriptions; *Curriculum Development; Curriculum Guides; *Educational Planning; *Educational Resources; *Entrepreneurship; Guidelines; *Job Training; Learning Modules; Postsecondary Education; Program Development; Secondary Education; Teaching Methods; Training Methods; Units of Study

This planning guide is intended to assist program planners and curriculum developers in selecting entrepreneurship materials that are appropriate for students at the secondary, postsecondary, or adult levels. The guide suggests the following five essential steps necessary for developing training programs: assessing the status of the situation, defining the problem, selecting a solution, implementing the solution, and monitoring the solution. In order to accomplish these tasks, an action planning process is suggested for use in examining the existing available curriculum resources. The following worksheets are included for use by program planners: (1) a guide to designing entrepreneurship training, (2) a guide to assessing curriculum priorities, and (3) a guide to implementing entrepreneurship training. Eight curriculum resources are explored in depth. For each of these resources previously developed under federal and state funds, an abstract has been prepared that includes the source of the product, the materials available, level and scope of the resources, format, special features, and instructional units. In addition, items are included in order to illustrate a typical sample of what is to be found in the resources. The following four charts summarizing the resources are useful in completing the worksheets: background information, selected features, subject matter, and teacher and student materials. Finally, several additional curriculum resources, additional references, and a list of relevant organizations are included. (KC)

ED 233 292 CG 016 871

Cooper, Stewart E.
A Spiral-Ecological Approach to Supervision (SEAS).
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB [illegible] - Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Clinical Diagnosis; Counselor Educators; *Counselors; *Counselor Training; Delivery Systems; Educational Objectives; Formative Evaluation; Higher Education; Models; Needs Assessment; *Practicum Supervision; *Skill Development; *Student Development; *Supervisory Methods

This paper presents a new spiral-ecological approach to counselor supervision, founded on the basis of a collaborative and facilitative relationship aimed at the promotion of skills acquisition, cognitive development, and personal growth. A brief review of the literature summarizes trainee, site, and supervisor factors that influence training programs, as well as goals and methods of supervision. Four principles of an ideal model of supervision are outlined: (1) responsivity (inclusion of trainee in outcome and evaluation); (2) a systems viewpoint (regard for trainee, site, and supervision factors); (3) a process orientation (helping trainees develop their own approaches to assessment, intervention, evaluation); and (4) spiral cycling (allowing for continual feedback and modification of techniques, responding to the development and changing objectives of the supervisor). The Spiral-Ecological Approach (SEAS) is described as using three processes: needs assessment; delivery of services, i.e., use of a variety of supervision techniques based on the results of the needs assessment; and evaluation, which includes two processes, informal and formal, both of which are formatively focused. Applications of the SEAS are possible for differing levels of counselor skill in a wide variety of settings. (JAC)

ED 233 307 CS 007 219

Chastain, Garvin; and Others

Identifiability of Peripheral Trigram Characters and Their Confusability with the Embedded Character.

PUB DATE- 29 Apr 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Cognitive Processes; *Eye Movements; *Identification; Language Processing; *Letters (Alphabet); *Models; *Reading Research; Tests; Visualization; Visual Perception

IDENTIFIERS- *Embedded Characters

G. Wolford's perturbation model of letter identification is designed to account for identification errors of briefly presented characters. Its chief assumptions are that features are extracted in parallel, that some of these features become perturbed or mislocalized, and that mislocalizations are more likely to occur in the direction of the fovea for parafoveally presented characters. C. L. Krumhansl and E. A. C. Thomas used this model to account for their findings that placing a nontarget character to the peripheral side of a parafoveally presented target character disrupted target identification more than did placing one to the target's foveal side. Features from a peripheral nontarget were assumed to be mislocalized to mix with those of the target, making target identification difficult. To test the feature mixing explanation, 20 subjects participated in an experiment that involved identifying a gap in a Landolt C in a left and then right order and then reporting whether a nontarget character (either a circle or a capital H rotated 90 degrees) had appeared between two targets in a series. The experience produced no evidence that the nontarget that was similar was foveally mislocalized to become confused with the inner target. The nontarget's adverse influence, which was greater when the nontarget was less similar to the targets, affected both the inner and outer targets. (FL)

ED 233 356 CS 207 693

O'Keefe, Garrett J.
"Taking a Bite Out of Crime": The Impact of a Public Information Campaign.

SPONS. AGENCY- Department of Justice, Washington, D.C. National Inst. of Justice.
PUB DATE- Aug 83
GRANT- 81IJX0050
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Advertising; Behavior Modification; Community Cooperation; *Community Information Services; *Crime Prevention; *Mass Media Effects; Media Research; *Motivation Techniques; Program Effectiveness
IDENTIFIERS- *Media Role; *Public Service Advertising

In contrast with earlier findings indicating that public information campaigns produce little change in public attitudes and behaviors, current research suggests that the Advertising Council's "Take a Bite Out of Crime" campaign, initiated in 1979, has had a substantive impact on the public's response to crime prevention. Data from a national survey of public reactions to the campaign, as well as a panel sample examining changes in citizen crime prevention orientation, suggest that the public service messages have made people more aware of prevention techniques, more optimistic about the effectiveness of citizen-instituted prevention activities, and more involved in actively preventing crime. As a direct result of the televised messages, nearly one-quarter of the exposed survey respondents adopted additional safety measures such as leaving on their outside light, or asking neighbors to watch their house when they were away. Most significantly, an increasing number of respondents became involved in neighborhood crime prevention techniques. The failure of the campaign to increase either concern about crime or a sense of responsibility for its prevention may, in one sense, be a positive feature, as it indicates the campaign heightened public awareness of a problem without increasing the individual's sense of vulnerability. (MM)

ED 233 387 CS 207 804

Wood, Barbara S.
Oral Communication in the Elementary Classroom. The Talking and Writing Series, K-12: Successful Classroom Practices.
Dingle Associates, Inc., Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC. Basic Skills Improvement Program.
PUB DATE- 83
CONTRACT- 300-81-0400
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Communication (Thought Transfer); Communication Research; *Communication Skills; Elementary Education; *Learning Activities; *Oral Language; *Speech Communication; *Speech Instruction; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- *Theory Practice Relationship

Prepared as part of a series applying recent research in oral and written communication instruction to classroom practice, this booklet presents a holistic view of learning focused on the development of oral communication. The first section of the booklet provides a rationale for increasing oral communication skills instruction, and discusses the five functions of communication: (1) controlling, (2) sharing feelings, (3) informing/responding, (4) ritualizing, and (5) imagining. The second section discusses various milestones in children's communication development and their instructional implications, while the third examines classroom communication practices and proposes several communication promotion techniques. The fourth section discusses the use of student groups in the classroom, with emphasis upon group training time, misinterpreted assignments, and disruptions. The fifth section presents methods designed to promote holistic learning in which the child grows in reading, writing, oral communication, and the content areas. (FL)

ED 233 403 CS 504 281

Kneupper, Charles W.; Williams, M. Lee
Assessing Outcomes in Variations of the Basic Course: A Comparative Analysis of Student Perceptions.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Development; Communication Research; *Course Evaluation; Higher Education; Learning Processes; *Public Speaking; *Self Evaluation (Individuals); *Skill Development; *Speech Communication; Speech Instruction; Surveys; Units of Study; Writing Skills

As a preliminary study evaluating the relative merits of skill development and information exposure in speech communication classes, an opinion survey was administered to students taking two variants of the introductory course. The two courses, labeled "Basic Blend" and "Blend: Public Speaking Emphasis," included roughly equivalent units on communication theory, interpersonal communication, and small group communication; but the public speaking emphasis course worked two additional weeks on public speaking. Survey results indicated significantly greater student satisfaction with the overall instruction and the total knowledge and ability acquired in the public speaking emphasis course. Students in this course also reported greater self-perception of improvement in the public speaking unit and in writing skills associated with this unit--the ability to outline, to develop and support a thesis, and to conduct research. Time spent on a unit, by itself, did not appear to be a critical factor in determining student self-perception of improvement. (The survey instrument is appended.) (MM)

ED 233 450 EA 015 872

Berger, Michael A.
Managing Enrollment Decline: Current Knowledge and Future Applications.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 82
GRANT- NIE-G-80-0170
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTIONS- Boards of Education; Decision Making; *Declining Enrollment; Educational Equity (Finance); Educational Planning; *Educational Research; Efficiency; Elementary Secondary Education; Employer Employee Relationship; Leadership Styles; *Policy Formation; *Politics of Education; *Retrenchment; School Administration; *Teacher Administrator Relationship

Although educational leaders have been coping with declining enrollment for almost a decade, educational researchers have begun to focus on the topic only recently. The first part of this introduction to a special issue of the Peabody Journal of Education briefly summarizes the contents of the subsequent essays, which are intended to bridge the gap between researchers and practitioners. The introduction's second part provides a conceptual framework for the essays, discussing the problem of adjusting to declining enrollment as one of determining not only what actions to take, but also how to make unpleasant decisions. The first aspect of the problem, that of "substantive retrenchment policies," concerns revenue-generating policies, cost-cutting policies, and degrees of political divisiveness likely to result from such policies. The second dimension of the problem, that of "process retrenchment policies," involves the management tasks of planning for and obtaining acceptance of a board's decisions, including policies that vary in being of a technical or political nature and in being divisive to differing degrees. Educational leaders' decisions in times of enrollment decline must be based on both efficiency (making cuts for the benefit of the organization as a whole) and equity (distributing cuts across the entire organization). (JBM)

ED 233 480 EA 016 045

Moore, Mary T.; And Others
The Interaction of Federal and Related State Education Programs. Volume I.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 83
CONTRACT- 400-81-0022
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTIONS- Compliance (Legal); Conflict; Educational Administration; Educational Environment; *Educational Opportunities; Educational Policy; Elementary Secondary Education; *Federal Legislation; *Federal Programs; Federal Regulation; *Federal State Relationship; Governance; Participative Decision Making; *Politics of Education; Social Influences; Special Education; *State Programs; States Powers; Vocational Education
IDENTIFIERS- *Federalism

Following a brief preface, chapter 1 of this study discusses the federal government's expanding role over the last half century, including changing federal and state responsibilities in education. While chapter 2 describes the study's conceptual framework, its methodology, the criteria used for selecting eight states for analysis, and the major characteristics of each of the state's educational policies, chapter 3 analyzes the mix and design of federal educational policies and programs that have evolved to influence state and local actions. Findings show that while each of the six federal service programs studied possessed a unique strategy, several federal programs issued inconsistent and ambiguous development and implementation signals. Chapters 4 and 5 describe the political environments in the case states, including the impact of these contextual factors on program administration. Findings indicate a robust and diverse federal/state governance system devoid of significant general intergovernmental conflict between the states and the federal government. Chapter 6 assesses the balance of federal-state educational governance in 1981-82, summarizes the study's major conclusions, and notes their implications for altering current federal education programs. The study concludes with an appendix offering a categorization scheme for textual legal analysis. (JBM)

ED 233 527 EC 160 050

Van Tassel-Baska, Joyce
An Administrator's Guide to the Education of Gifted and Talented Children.
National Association of State Boards of Education, Washington, D.C.
PUB DATE- 81
AVAILABLE FROM- National Association of State Boards of Education, 444 N. Capitol St., N.W., Washington, DC 20001 ($7.50 each, $20.00 set of 3).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrator Role; Elementary Secondary Education; *Gifted; *Program Administration; *Program Development; Program Evaluation; *Talent; Talent Identification

The book is intended to help administrators provide leadership necessary to begin and maintain gifted and talented education programs. An initial section provides an overview of the population, the rationale for special educational provisions, a historical review of gifted and talented education, and considerations in identification, program selection, and program funding. The second section details 13 points in program development: (1) setting up a steering committee, (2) conducting needs assessment, (3) appointing a coordinator, (4) delineating a program model, (5) developing a technical assistance plan, (6) developing and implementing an identification process, (7) deciding on a curriculum development plan, (8) selecting teachers, (9) implementing the program, (10) evaluating the program, (11) using community resources, (12) structuring a counseling component, and (13) keeping the program going. Among resources listed are references for administrators and suggested identification procedures in six talent areas. (CL)

ED 233 231 CE 036 788

Biondo, Ron; And Others
Core III Materials for Metropolitan Agriculture/Horticulture Programs. Units J-M.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 83
CONTRACT- R-33-13-D-0362-466
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Agricultural Education; *Agricultural Production; Behavioral Objectives; Conservation (Environment); Core Curriculum; Curriculum Guides; Equipment; *Floriculture; Grade 11; Grounds Keepers; High Schools; *Horticulture; *Landscaping; Learning Activities; Ornamental Horticulture; Ornamental Horticulture Occupations; *Soil Science; Tests; *Urban Areas; Visual Aids; Vocational Education

This second volume of a two-volume curriculum guide contains 11 problem areas selected for study to be included in a core curriculum for 11th grade or third-year students enrolled in a metropolitan agricultural program. The 11 problem areas are divided into four units: Soil Science and Conservation of Natural Resources (Understanding Soils, Selecting Soil Sites for Urban Use, and Attracting Birds to Your Backyard); Horticultural/Agricultural Products (Selecting and Buying Horticultural Tools and Equipment); Landscape Design, Establishment, and Maintenance (Pruning Evergreens; Surveying, Grading and Tiling; Constructing Fences and Retaining Walls; and Interior Plantscaping); and Retail Floriculture (Handling and Preparing Cut Flowers; Ordering and Buying Cut Flowers; and Making Corsages, Nosegays, and Table Arrangements). Each problem area includes some or all of the following components: suggestions to the teacher, a teacher guide (objectives, suggested interest approaches, anticipated student problems and concerns, suggested learning activities and experiences, application procedures, an evaluation, references and aids), information sheets, student worksheets or assignment sheets with a key, job sheets or laboratory exercises, transparencies, a discussion guide for transparencies, and sample test questions with a teacher key. (YLB)

ED 233 511 EC 160 023

Martin, David S.
Cognitive Education for the Hearing-Impaired Adolescent.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Cognitive Development; *Cognitive Processes; Enrichment; *Hearing Impairments; High Schools; Intervention; *Metacognition; *Problem Solving
IDENTIFIERS- *Instrumental Enrichment

Because research indicates that specific cognitive deficiencies do exist for hearing-impaired individuals (though the normal range of intellectual potential exists among the hearing-impaired as a group), Instrumental Enrichment (IE), an approach developed originally in response to the need for mediated learning experiences for culturally disadvantaged groups, was applied to the education of hearing-impaired secondary students. IE allows students to reflect on their own thinking processes, develops the prerequisites for learning, recognizes the age-specificity of developing generalizable cognitive strategies, and promotes skill transfer. Over a 2-year period, 18 control group students and 10 experimental students are being studied. Preliminary evaluation (after 1 year) data included performance on Raven's Standard Progressive Matrices, the Stanford Achievement Test, Hearing Impaired Version: Reading Comprehension subtests, problem solving interviews, and a teacher observation checklist. Among findings were that Ss approached problem solving curricular situations more systematically and with less impulsivity; Ss improved in their ability to analyze the component parts of a problem and in their understanding of the reasons underlying required assignments in English and mathematics. Preliminary results suggest that the intervention may be effective for improving spatial reasoning skills, ability to consider two or more sources of information simultaneously, and understanding of cause and effect. Sample modifications for IE are suggested. (CL)

ED 233 324 CS 007 264

Bibliography of Books for Handicapped Children. Part II. Studies on Books and Reading No. 11.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Adolescent Literature; Annotated Bibliographies; *Books; *Childrens Literature; *Disabilities; *Foreign Countries

Intended to focus attention on the vital role that books can play in integrating handicapped children into the everyday world around them, this bibliography lists children's books, currently available worldwide, published for and about handicapped children. The second of two parts, this bibliography presents titles from the following countries: Greece, Hungary, Italy, Israel, Iran, Japan, Norway, Netherlands, New Zealand, Portugal, Poland, Rumania, Argentina, Chile, Sweden, Finland, U.S.S.R., Uruguay, the United States, and Yugoslavia. In the case of countries with more than one language, titles are further subdivided by language. The titles for each entry

are presented in their original language, followed by the English translation. Recommended reading age and the handicap dealt with are indicated in each annotation. (HTH)

ED 233 420 CS 504 348

Streff, Craig R.
The Interpersonal Communication Unit in the Secondary Speech Course: A Personal View.
Wisconsin Communication Association.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTIONS- Course Content; *Educational Philosophy; *Interpersonal Communication; Secondary Education; Speech Communication; *Speech Instruction

Weaver Award winning speech communication instructor Craig Streff believes the most important goals of his interpersonal communication instruction are a strong cognitive and affective base, without which practical interpersonal skills are not likely to be developed. Given this overview, what he considers to be the most significant points of the interpersonal unit of his speech communication fundamentals course include the following: (1) interpersonal communication is directly related to intrapersonal, public, and mass communication; (2) all interpersonal communication entails risk; (3) the ability to decenter cognitively and emotionally is learned through, and developed by, responsible interpersonal communication; (4) ethical and moral responsibilities are inherent in interpersonal communication; (5) effective interpersonal communication concepts and skills are particularly important within the family structure; (6) interpersonal communication is at once both an integrating and an individualizing process; (7) interpersonal communication, especially through speech communication, fulfills psychological needs; (8) interpersonal communication can both cause and resolve conflict; (9) interpersonally, communication can generally be classified into two modalities--"I-It" and "I-Thou"; and (10) effective interpersonal communication involves a wide repertoire of transmitters, channels, media, and skills. (HTH)

ED 233 466 EA 016 028

Willower, Donald J.
Some "Yes, Buts" and Educational Administration. A UCEA Occasional Paper.
University Council for Educational Administration, Columbus, Ohio.
REPORT NO.- UCEA-OP-8301
PUB DATE- 83
AVAILABLE FROM- Publications, University Council for Educational Administration, 29 West Woodruff Avenue, Room 066, Columbus, OH 43210 ($3.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrative Principles; *Educational Administration; *Educational Philosophy; Educational Principles; Educational Theories; Elementary Secondary Education; *Models; *Philosophy

A discussion of the importance of skeptical probing in educational administration considers fundmental philosophical concerns, issues in inquiry, several theoretical frameworks, sociology of knowledge perspectives, and implications for educational administration programs. Philosophy suggests the best source of knowledge in a field as diverse as educational administration is not "facts" but the interplay of ideas and observations--or inquiry--which encourages multiple perspectives and methods. Phenomenology, for example, with its focus on essences, provides a valuable perspective. Moreover, no attempt to affect ethical outcomes can ignore people's social circumstances. Despite limitations, positivism, emphasizing meaning and exposition, and ethnography, emphasizing observation, are valuable in educational administration. Similarly, a theoretical framework such as public choice theory, which identifies self-interest as the primary motivation of teachers and administrators, is useful but easily criticized when focused too narrowly on schools or confronted with contradictions such as effective educational programs. The sociology of knowledge perspective emphasizes historical, social, and psychological contexts in shaping ideas. This perspective also furnishes such assessment norms as universalism, disinterestedness, and organized skepticism. Practitioners and students of educational administration would be well served by greater awareness of philosophical issues. (PB)

ED 233 496 EA 016 063

Cost Consciousness: A Necessity of the 80's. A Compendium of LEAs Cost Saving Practices in Pennsylvania.
Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Cost Effectiveness; Educational Facilities; Educational Resources; Elementary Secondary Education; Energy Conservation; Financial Policy; Instructional Materials; *Money Management; Personnel Policy; *Retrenchment; *School Administration; School Funds; *Staff Utilization; Teaching Methods
IDENTIFIERS- Pennsylvania

Collected in this guide are 84 cost saving measures submitted by Pennsylvania school districts. Information on each practice includes a description, background, effectiveness, cost requirements, adaptability, and contact for further details. Facilities practices include energy management and conservation measures. Materials/equipment practices include centralized book storage, purchasing, office services, computer applications such as keeping student and staff attendance and conducting a district census, direct billing for cafeteria meals, standarization of equipment, a decentralized phone system, and transportation economy tips. Personnel practices listed are the use of lay editors for grading papers, split teaching assignment, sharing principals and administrators, time clocks, staggered hours, district reorganization with school closings, teacher commendation, nonunion support staff, custodial education and staffing standards, lab fee collection, a centralized substitute teacher system, staff utilization studies, staff realignment, and multiple certification hiring. Finance/business practices offer savings through budgeting policies and insurance programs, tax collection and revenue investment, and cash flow programs. Curriculum/instruction cost saving practices are contracting driver training, district consortia for program development, a team approach to behavior problems, compensatory time for curriculum development, special education reorganization, and full-day kindergarten programs. (MJL)

ED 233 544 EC 160 072

Karan, Orv C.; Gardner, William I.

A Proactive Program Planner's Guide to Community Services Development from an Ecological Point of View.

PUB DATE- May 83
AVAILABLE FROM- Research and Training Center in Mental Retardation, 1500 Highland Ave., Madison, WI 53706 ($1.25, $1.00 per copy for 25 or more).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Community Services; *Deinstitutionalization (of Disabled); *Program Development; *Severe Mental Retardation; Systems Approach; Transitional Programs

The paper considers the role of program planners in ensuring community adjustment of deinstitutionalized severely mentally handicapped persons, especially in light of the provisions of the Budget Reconciliation Act of 1981, which provides a waiver authority to states to increase community programs for the deinstitutionalized population. The paper adopts an ecological view in which the interaction of environmental and individual factors is emphasized. Planners are advised to be proactive, that is, to take the initiative in developing more community resources and alternatives. Among system obstacles cited to deinstitutionalization are lack of staff training, staff recruitment and retention, bureaucratic red tape, and negative attitudes. Suggestions are made for preparing for the transition from institution to community, including facilitating supportive interagency relationships. (CL)

ED 233 139 CE 036 522

Bradley, Curtis H.; Friedenberg, Joan E.
Bilingual Vocational Instructor Training Program: First Year Performance Report and Evaluation.
Florida International Univ., Miami.
SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 30 Jun 82
GRANT- G008101141
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Adult Vocational Education; Bilingual Education; *Bilingual Teachers; *English (Second Language); *Inservice Teacher Education; *Limited English Speaking; Models; Out of School Youth; Postsecondary Education; Preservice Teacher Education; Program Evaluation; *Vocational Education Teachers
IDENTIFIERS- *Bilingual Vocational Education; Vocational English as a Second Language

To provide assistance to experienced and prospective vocational educators serving limited English-proficient out-of-school youth and adults, performance and final evaluation reports are provided to develop a model for preparing bilingual vocational instructors and to incorporate it into the regular professional vocational instructor preparation. Project accomplishments, major activities, and events are described. Documents representing much of the literature that has been written about the program are provided, including a program fact sheet, brochure, request-for-information form, and copies of program certificates. The final evaluation report contains information on the second site visit and an overview of questionnaire results from participants. These conclusions are cited: through the program, vocational educators with training in bilingual vocational skills were successfully recruited; those individuals were trained in new bilingual vocational skills; new methods and materials--many developed by program staff--were employed; awareness of bilingual vocational training was raised; and the program was perceived positively and enthusiastically by participants. More effective recruitment and selection processes with changes in the language and culture are recommended. Appendixes include a report of the first site visit, a report of a class observation and interview, a summary of results of the participant opinionnaire, and descriptions of three-hour workshops in bilingual vocational education. (YLB)

ED 233 154 CE 036 613

Burrow, Jim
Regular Coordination Activities. Module Number 12. Work Experience Program Modules. Coordination Techniques Series.
Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.; Northern Iowa Univ., Cedar Falls. Dept. of Business Education and Administrative Management.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Cooperative Education; *Coordination; *Educational Cooperation; Guidelines; Learning Activities; *On the Job Training; Pretests Posttests; *Program Administration; Program Implementation; Records (Forms); *School Business Relationship; Secondary Education; Teacher Education; Vocational Education; *Work Experience Programs

This self-instructional module, the twelfth in a series of 16 on techniques for coordinating work experience programs, deals with regular coordination activities. Addressed in the module are: (1) the nature and scope of the regular coordination activities that must be conducted by teacher-coordinators, and (2) the effective management of regular coordination activities. The module includes a series of pretests, learning activities, and self-checks; sample forms; a posttest; answers to the pretests and posttest; and a list of additional resources. (MN)

ED 233 169 CE 036 644

Anderson, D. S.; Blakers, C.
National Clearinghouse on Transition from School Abstracts. Vol. 2. No. 3.
Australian National Univ., Canberra. National Clearinghouse on Transition from School.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Abstracts; Access to Education; Adolescents; Adults; Annotated Bibliographies; Community Colleges; Disabilities; Educational Needs; Educational Policy; Educational Research; Educational Resources; *Education Work Relationship; Exceptional Persons; Females; Higher Education; Indexes; Industrialization; Job Training; Migrant Education; Migrant Employment; Migrant Programs; *Periodicals; *Program Descriptions; *Program Proposals; Public Policy; *Research Projects; *Research Reports; Rural Education; Rural Environment; Special Education; Womens Education; Youth Employment; Youth Programs
IDENTIFIERS- Aboriginal People; *Australia

This publication contains abstracts of documents concerning the transition from school to work that were published in Australia since August 1980. The abstracts are arranged in the following categories: (1) social and educational developments in policy analysis and research; (2) programs involving proposals, reports, and evaluations; (3) program materials, bibliographies, and reports; and (4) periodicals. Within each of these categories, the abstracts are arranged and numbered in clusters according to these prime subjects: aborigines, community colleges, disabled/special education, girls/women, access to higher education, migrants, rural education and communities, social/industrial policies, transition, youth policies, and youth programs. A list of topics covered is given at the front of the booklet. At the end, a broad subject index and an alphabetical author index facilitate references to the abstracts. (KC)

ED 233 248 CG 016 825

Dobson, Judith E.; Dobson, Russell L.
Perceptual Baseline Supervision: Beliefs/Practice Congruency.

PUB DATE- 21 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Attitude Measures; Beliefs; Counseling Techniques; *Counselor Attitudes; Counselors; *Counselor Training; Professional Development; *Self Congruence; *Supervisory Methods; Teachers; *Test Construction
IDENTIFIERS- *Counseling Practice Beliefs Inventory; *Educational Beliefs System Inventory

Research relative to the personal beliefs of counselors and their counseling practices is scarce. By understanding the psychological/philosophical assumptions underlying their counseling, counselors can arrive at congruence between what they profess and how they counsel. In order to focus on counselor's personal attributes, appropriate instrumentation is needed. This paper describes the development of a two-part instrument designed to identify the degree of counselor congruency in educational beliefs and counseling practices. The Educational Beliefs System Inventory (EBSI), an instrument for clarifying stated teacher beliefs and practices, was modified for use with counselors; part 1 of the test is organized around seven "I believe" categories, with each subtest having an equal number of questions from distinct disciplines, e.g., behavioristic psychology or cognitive psychology. A second section of the test, designed to clarify counseling practice beliefs, a 69-item Counseling Practice Beliefs Inventory (CPBI), is composed of 6 subtests measuring areas such as the counseling relationship, counseling techniques, and the purpose of counseling. The processes involved in content validation (by a jury of experts), field testing, reliabilti:y calculations, and scoring (hand or machine), are discussed. The discussion section also describes the use of the results in counseling supervision. The complete EBSI and the CPBI are provided in the appendix along with a sample counselor profile derived from test results. (MCF)

ED 233 278 CG 016 857

Crouch, Joyce G.; Powell, Mary L.

Sex, Sex Role Identity, Leadership Style and Job Satisfaction.
PUB DATE- 24 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Employee Attitudes; Employees; *Employer Employee Relationship; *Job Satisfaction; *Leadership Styles; Sex Differences; *Sex Role; Supervisory Methods

Managerial behavior is often conceptualized as consisting of two independent dimensions, i.e., task behavior and relationship behavior, concern for production and concern for people, and initiating structure and consideration. To examine the relationship between subordinates' sex, subordinates' sex role identity, subordinates' perception of supervisor's leadership style, supervisors' sex role identities, supervisors' perceptions of their own leadership styles, and subordinates' satisfaction; and also to determine predictors of subordinates' job satisfaction, male supervisors (N=9) in a university housekeeping unit and subordinate workers (17 females and 25 males) completed measures assessing sex role orientation, perceptions of supervisors, leadership style, and job satisfaction. Results of statistical analyses include: (1) supervisors' assessments of their leadership styles were related to five measures of subordinates' job satisfaction (i.e., work, pay, supervision, co-workers and job in general); (2) supervisors' sex role identification was related to subordinates' sex role identification and job satisfaction; (3) a perceived leadership style of consideration predicated six measures of job satisfaction (i.e, work, pay, opportunities for promotion, supervision, co-workers, and job in general). Because of the small sample and because data were obtained from a single job category, findings in this study, which have not been previously reported, should be interpreted with caution. (WAS)

ED 233 293 CG 016 872

Statement on Competencies in English and Mathematics Expected of Entering Freshmen.

Academic Senate for California Community Colleges, Sacramento.; California State Univ., Los Angeles.; California Univ., Los Angeles.

PUB DATE- Nov 82

AVAILABLE FROM- Bureau of Publications, State Dept. of Education, 721 Capitol Mall, Sacramento, CA 95814 ($2.50 plus sales tax).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Admission Criteria; Bachelors Degrees; *College Preparation; *College Students; English; Higher Education; *Mathematics Skills; *Minimum Competencies; *Reading Skills; Secondary School Curriculum; Student Evaluation; Student Placement; *Writing Skills

IDENTIFIERS- California

This guide, for junior and senior high school teachers, school board members, community groups, counselors, and administrators, describes the fundamental competencies in English and mathematics expected of a student who begins any baccalaureate degree program. In the Statment on Competencies, fundamental reading, writing and mathematics skills are outlined. The mathematics section deals specifically with pre-algebra, algebra I, geometry, algebra II, trigonometry, and analytic geometry and mathematical analysis. Appendix 1 describes and illustrates the English placement examinations used in the three segments of California public higher education. Appendix 2 reprints portions of the College Board's recommended academic competencies in speaking and listening, reasoning, and studying. Appendix 3 reprints the "Recommendations of the Board of Governors of the Mathematical Association of America and the Board of Directors of the National Council of Teachers of Mathematics." Appendix 4 provides sample problems in mathematics to illustrate the concepts and skills expected of students who have completed specific high school mathematics courses. (JAC)

ED 233 341 CS 207 512

Lally, Tim D. P.; And Others
Written Communication Apprehension III: Treatment of Writing Apprehension in the Classroom.
SPONS. AGENCY- University of South Alabama, Mobile.
PUB DATE- Mar 83

GRANT- 3-61245
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Higher Education; *Positive Reinforcement; Prewriting; Sentence Combining; Teacher Role; Teaching Methods; *Technical Writing; *Writing Apprehension; *Writing Exercises; *Writing Instruction; *Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- Invention (Rhetorical)

Once its source has been identified using the multidimensional model developed by D. W. Stacks, R. W. Boozer, and T. D. P. Lally, writing apprehension, especially among business writing students, can be treated in the classroom with specific pedagogical techniques. Emphasizing the writing process rather than the product--stressing peer and teacher responses to writing instead of graded teacher evaluations, for example--establishes a supportive classroom atmosphere, thereby reducing general negative attitudes toward writing. Sentence-combining exercises encourage greater complexity and variety in apprehensive writers' styles. Prewriting work in invention helps overcome "blank page paralysis," while the workshop and case study methods increase positive attitudes toward business writing and improve student perceptions of their own competence and their writing's potential value to their field. (MM)

ED 233 372 CS 207 788

Carlson, Diana M.; Roellich, Carol

Teaching Writing Easily and Effectively to Get Results. Part II: The Evaluation Process.

PUB DATE- 15 May 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Elementary Secondary Education; Evaluation Methods; Grading; Grammar; *Peer Evaluation; Punctuation; *Revision (Written Composition); Spelling; Writing (Composition); *Writing Evaluation; Writing Exercises; *Writing Instruction; Writing Processes; *Writing Skills

With use of a carefully planned program of peer evaluation, the teacher can develop students' skills in analysis, evaluation, proofreading, and punctuation. Giving each student a copy of the "Indicator for Rating Performance, Grades 6-12," the teacher explains that the 11 essential parts of any written work are each described and given a specific point value in the evaluation instrument. The teacher then supervises class use of the indicator to grade anonymous samples of student work. After students have demonstrated skill in using the instrument and have had a grammar review, the teacher describes the evaluation process: student assignments will be exchanged and evaluated by classmates using the indicator and score sheet; both assignments and evaluations will be graded. Using this procedure, a teacher can increase the quality of student writing; improve students' grammar, spelling, and punctuation skills; and decrease his or her own correcting time. (The performance indicator, writer's evaluation score sheet, grader's evaluation form, and both a punctuation and an English review are appended.) (MM)

ED 233 388 CS 207 805

Cooper, Pamela J.; Galvin, Kathleen M.
Improving Classroom Communication. The Talking and Writing Series, K-12: Successful Classroom Practices.
Dingle Associates, Inc., Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC. Basic Skills Improvement Program.
PUB DATE- 83
CONTRACT- 300-81-0400
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Classroom Communication; *Classroom Environment; *Communication (Thought Transfer); Communication Apprehension; Communication Research; *Communication Skills; Educational Theories; Elementary Secondary Education; Interaction; *Student Teacher Relationship; Teacher Effectiveness; *Teacher Role
IDENTIFIERS- *Theory Practice Relationship

Prepared as part of a series applying recent research in oral and written communication instruction to classroom practice, this booklet reviews research and presents suggestions designed to improve the classroom communication climate. The first section of the booklet describes the process of building a supportive environment to reflect a range of written and oral communication that will enhance learning and self concept. The second section discusses the specific interpersonal competencies teachers need in order to build an interactive classroom, including positive self-concept, self-disclosure, descriptiveness, empathy, appropriate response styles, and behavioral flexibility. The third section examines the various teacher roles of information dispenser, discussion leader, and small-group facilitator, while the fourth describes environmental issues such as furniture arrangement and room decor. The final section reviews a number of barriers to student-teacher interaction, including teacher expectancy, communication apprehension, writing apprehension, and sex role differences. (FL)

ED 233 404 CS 504 288

Levinson, Paul
The Benefits of Watching Television.

PUB DATE- 15 Oct 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Audiences; *Mass Media Effects; *Programing (Broadcast); *Television; *Television Viewing; Visual Literacy
IDENTIFIERS- *Audience Response; Television Criticism

The unfounded and sometimes absurd attacks on television have tended to obscure many of the medium's obvious personal, social, and aesthetic benefits. It is easy to watch, and if its content does not always provide viewers with much to think about, television does not ask much of them either: they may eat, sleep, and unwind in front of it, observing the best and worst life has to offer with emotionally safe detachment. It is a private medium, consumed in the comfort of a viewer-controlled environment. Television is antiinflationary. In contrast to movies and books, the cost for which must be renewed with every new "show," television requires only a one-time involvement, after which its programing is virtually cost free. Television is instructive, and critical viewing skills are teachable. Television is also diverse: at any given time, programing from station to station ranges from the esoteric to the banal, and this variety increases as cable systems increase. The slightly larger than life quality--the rich color, sound, and location shooting of television programing--also make it a very sensual medium. There are numerous other benefits of television that come not only from its general structure but also from the specific themes and content of some of its programs. "Roots," for example, was instrumental in helping white Americans see the black perspective. But television's greatest advantage is its capacity for change. (HTH)

ED 233 528 EC 160 051

Mitchell, Patricia Bruce, Ed.
A Policymaker's Guide to Issues in Gifted and Talented Education.

National Association of State Boards of Education, Washington, D.C.
PUB DATE- 81
AVAILABLE FROM- National Association of State Boards of Education, 444 N. Capitol St., N.W., Washington, DC 20001 ($7.50 each, $20.00 set of 3).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Educational Policy; Elementary Secondary Education; Federal Legislation; *Gifted; *Policy Formation; State Legislation; State of the Art Reviews; State Programs; *Talent

The book is intended to help policymakers understand issues involved in gifted and talented education. Initial chapters review the state of the art in state and federal policies toward education of gifted and talented students and outline steps in decisionmaking regarding policy development (determining the framework, making basic decisions, refining and expanding basic policy decisions, and translating policies into action). The succeeding seven papers detail the services provided by the states of California, Connecticut, Idaho, Illinois, North Carolina, Ohio, and Washington. Information in the profiles is organized according to the following topics: state statutory and administrative policy, statistical profile, identification procedures, allocation and distribution of funds, state central services, program standards and current programs, professional preparation, program evaluation, degree of service provision, past and future, and major stimulants for change and growth. (CL)

ED 233 125 CE 030 934

Taylor, Michael; Alligood, Jay J.
Exceptional Adult Advisory Council Handbook.
Clay County Board of Public Instruction, Green Cove Springs, Fla.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Accessibility (for Disabled); Adult Education; Adult Programs; Adults; *Advisory Committees; Building Design; *Community Education; Deinstitutionalization (of Disabled); Disabilities; *Exceptional Persons; Group Homes; Guidelines; Meetings; Mental Retardation; *Models; Normalization (Handicapped); Participative Decision Making; Physical Mobility; *Program Development; Recruitment; Visual Impairments
IDENTIFIERS- 310 Project

Based on the experiences of the Center for Community Education in Clay County, Florida, this handbook is intended to show how to integrate the needs of exceptional adults and the services designed for handicapped persons by including individuals in the planning process through their presence on advisory councils. Following an introduction that offers background information about community education and a rationale for including handicapped persons on the advisory councils for community education programs, the guide contains seven sections. The first section presents an outline of the handbook, with the guide's information summarized in detail. The second section suggests methods for recruiting advisory council members, while the third section reminds those responsible for recruiting handicapped board members to beware of architectural barriers to their services. The next three sections provide practical tips for setting up the advisory structure and conducting meetings as well as suggest model by-laws for advisory boards. The final section describes the IDEA Council System Model, used in the Clay County Center for Community Education, as an example of how to implement the handbook's suggestions in an educational program for exceptional adults. The model includes a flow chart of the system and a sample questionnaire for blind and visually impaired adults. (KC)

ED 233 202 CE 036 692

The Knife Machine. Module 15.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Check Lists; Clothing; Clothing Instruction; Learning Activities; Learning Modules; Needle Trades; *Occupational Home Economics; Postsecondary Education; Secondary Education; *Sewing Instruction; *Sewing Machine Operators; Student Evaluation
IDENTIFIERS- *Sewing Machines

This module on the knife machine, one in a series dealing with industrial sewing machines, their attachments, and operation, covers one topic: performing special operations on the knife machine (a single needle or multi-needle machine which sews and cuts at the same time). These components are provided: an introduction, directions, an objective, learning activities, student information, a student self-check, and a check-out activity. An instructor's final checklist for evaluating the students' performance is attached. (YLB)

ED 233 263 CG 016 840

Zweibel, Nancy R.
Evaluating Long Term Care Demonstration Projects: The Potential of the Institutional Cohort Design.
PUB DATE- 22 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cohort Analysis; Evaluation Methods; *Program Effectiveness; *Quasiexperimental Design; *Research Design; Research Problems; Research Utilization; Residential Care; State of the Art Reviews
IDENTIFIERS- *Long Term Care

Perhaps no facet of long-term care (LTC) research has received as much attention as the evaluation of community-based LTC demonstrations. Recent thinking has called into question the validity and policy relevance of the findings of these studies, yet their efforts will continue to receive strong financial backing. The time has come for LTC analysts to rethink the place of evaluation research as a tool for LTC policy development and to strengthen the methods for such development. Following the introductory analyses of LTC evaluation research, this paper describes a quasi-experimental research design, cohort analysis, used to evaluate the Hospital Discharge Demonstration Project (HDDP) funded by the State of Illinois, which provided short term, in-home assistance to impaired persons, sixty and older, upon discharge from Chicago hospitals. The benefits of the quasi-experimental cohort analysis, when an experimental design cannot be used, are explored; specific topics discussed include sample comparability (in background and characteristics), sampling techniques, and the effects of political and organizational realities on the study design. A final section compares the benefits of traditional, comparative cost and effectiveness evaluations of community-based and institutional LTC and the quasi-experimental cohort analysis design. (MCF)

ED 233 308 CS 007 229

Farren, Sean N.
Reading Assignments across the Curriculum--A Research Report.
PUB DATE- 6 May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Assignments; Comparative Analysis; *Content Area Reading; Critical Thinking; English Instruction; Questioning Techniques; Reading Comprehension; *Reading Instruction; *Reading Research; Science Instruction; Secondary Education; Secondary School Teachers; Social Studies; Teacher Effectiveness; *Teacher Role; Teaching Methods

A study examined classroom practices in English, social studies, and science classrooms, seeking information on the purposes for which teachers assign reading within their specific disciplines, the reading activities that might be associated with such assignments, and the assistance or guidance that teachers might give their students to help them carry out these assignments. The results of the questionnaire completed by first-year secondary school teachers indicated that reading assignments that required students to review the content of lessons, or to elaborate on that content accounted for more than 50% of all reading assignments. Answering questions, orally or in writing, accounted for almost half the activities in the classroom. Assistance with lexical items, or vocabulary, was the most reported prereading activity--more direct assistance for dealing with ideas of text was reported much less frequently. In terms of cross-disciplinary comparisons, it is discouraging that the general science teachers seldom reported assigning readings beyond the immediate lesson in a discipline that should be encouraging curiosity. It is also discouraging that questions requiring only literal understanding of a reading passage accounted for most of those asked and that the level of explanation of the aims for the social studies reading assignments was low. The results highlight the need for teachers to monitor constantly their classroom practice in light of the aims and objectives they set for themselves. (HTH)

ED 233 357 CS 207 694

Salmon, Charles T.; And Others
Communication in Surveys: Examining Cognitive Effects in Survey Research.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attitude Measures; College Students; *Communication Research; Higher Education; *Information Dissemination; Knowledge Level; *Research Methodology; *Research Problems; *Surveys
IDENTIFIERS- *Panel Studies

Panel studies have frequently been used by mass communication researchers. While these studies allow researchers to draw inferences about mass communication effects over time, they also tend to sensitize respondents to the issue under study. A study was undertaken to investigate panel effects by examining the survey interview as a medium of communication. Unlike other models of survey research that have conceptualized the interview as an "upward flow" of communication, the study used an approach that investigated the flow of information from interviewer to respondent to other members of the social network in a "downward" two-step flow. Subjects were 81 college students, 53 of whom lived in the same dormitory. Of these, 27 were involved in the survey panel and were interviewed twice, the interviews separated by a two-week interval. The remaining 26 dorm students were interviewed only at the second interview period, as were 28 students who did not live in the dorm. The findings indicated that significant knowledge gain and diffusion effects can occur in and thus contaminate panel studies. (Author/FL)

ED 233 436 EA 015 858

Ortiz, Flora Ida
Work-Orientations and Incentive Systems and Their Effect in the Delivery of Education in a Multi-Cultural Institution.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrator Attitudes; Cultural Differences; Elementary Education; Incentives; *Multicultural Education; Organizational Climate; Principals; Rewards; *School Supervision; *Teacher Administrator Relationship; *Teacher Attitudes
IDENTIFIERS- *Work Orientation

Interviews conducted with 15 elementary school teachers and 5 principals in a southern California metropolitan district bring out the differing work orientations and incentives among teachers and administrators, and reveal how various principal-generated orientations and incentives affect teacher performance. The research shows that the work philosophies of teachers fall into two groups: those dealing with goals of education (either student achievement or nurturing of students) and those with classroom organization (emphasizing either the program or the conducting of lessons). The interviews further identify four kinds of work orientations in principals: those (1) emphasizing advocacy of teachers' work, (2) stimulating and motivating teachers, (3) directly monitoring teachers, and (4) coordinating program goals and teacher objectives. The interviews bring out common attitudes and inconsistencies in principal-teacher relations; where support of teachers is emphasized, for instance, the principal may not adequately evaluate teacher performance and thus may confuse rewards and incentives. To achieve productive results, attempts should be made to match administrators, teachers, and students with respect to work orientations and incentives. The evidence shows that in multicultural schools, cultural gaps result in increasing teacher emphasis on simply maintaining program goals and nurturing rather than on achievement orientation; principal work-orientations may thus exacerbate the cultural gap. (JW)

ED 233 451 EA 015 873

Berger, Michael A.
Neighborhood Schools: The New(?) Legal Response to Enrollment Decline and Desegregation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
GRANT- NIE-G-80-0170
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTIONS- Busing; Compliance (Legal); *Court Litigation; *Desegregation Plans; Discriminatory Legislation; *Educational History; Elementary Secondary Education; Federal Courts; *Legal Problems; Legal Responsibility; *Neighborhood Schools; Racial Integration; School Desegregation; *School Resegregation
IDENTIFIERS- *Kelley v Metro County Board of Ed of Nashville

The first part of this paper discusses the events leading up to the federal district court's May 18, 1980 decision in "Kelley et al. vs. Metropolitan County Board of Education of Nashville." The decision rejected a Nashville-Davidson County, Tennessee, school board's rezoning plan and called for an end to busing in grades 1 through 4 and a return to neighborhood schools. The events described, covering the history of Nashville's desegregation efforts from 1955 to 1980, are divided into five stages: (1) 1955 to 1971: minimal efforts to comply with Brown vs. Board of Education; (2) 1971 to 1976: the comprehensive remedy--busing; (3) 1976 to 1979: plaintiffs oppose inequities; (4) 1979 to February 1980: the board's response--more busing; and (5) March 1980 to May 1980: legally approved resegregation. Following a review of each of these periods, the paper discusses Nashville's projected return to neighborhood schools as a consequence of three factors: the perceived failure of the 1971 desegregation plan, the perceived high social, educational, and financial costs of transportation in a declining economic environment, and the apparent decrease in support for busing among black leaders. The paper concludes by discussing possible implications of the court's decision and its July 27, 1982 overturning by the Sixth Circuit Court. (JBM)

ED 233 184 CE 036 672

A Study of Accommodations Provided to Handicapped Employees by Federal Contractors. Final Report. Volume I: Study Findings.
Berkeley Planning Associates, Calif.
SPONS. AGENCY- Employment Standards Administration (DOL), Washington, D.C.
PUB DATE- 17 Jun 82
CONTRACT- J-9-E-1-0009
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Accessibility (for Disabled); Affirmative Action; Case Studies; *Disabilities; Employer Attitudes; Employer Employee Relationship; *Employment Practices; Equal Opportunities (Jobs); National Surveys; *Work Environment
IDENTIFIERS- *Federal Contractors; *Reasonable Accommodation (Handicapped)

A study examined the accommodations provided to handicapped employees by federal contractors. During the 20-month project, researchers surveyed 2,000 federal contractors, conducted telephone interviews with 85 firms, surveyed disabled workers, and conducted intensive case studies of 10 firms identified from their survey or telephone responses as having exemplary accommodation practices. Based on these data, the researchers concluded that for firms that have made efforts to hire handicapped individuals, accommodation does not involve much in the way of actual costs. In 51 percent of the cases reported, accommodation cost nothing and in 30 percent of the remaining cases it cost less than $500, with the most expensive and extensive accommodations provided largely to blind persons and individuals in wheelchairs. Accommodation efforts are generally perceived as successful in allowing workers to be effective on the job. While variations exist in who receives accommodation, the basic pattern appears to be that once individuals are hired, they are likely to be accommodated, regardless of occupation or seniority. Included among the recommendations emerging from the project were calls for tax credits for expensive accommodations, for adding a line item in federal contracts under a standard formula for accommodations for disabled workers used on contracts, and for technical assistance and, possibly, cost sharing in accommodation. (MN)

ED 233 218 CE 036 755

Woodin, Ralph J.
Vocational Education in Correctional Institutions in Ohio.
Ohio State Advisory Council for Vocational Education, Columbus.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; Adults; *Correctional Education; Criminals; Curriculum; *Delinquent Rehabilitation; *Educational Needs; Educational Planning; *Educational Policy; Futures (of Society); Inservice Teacher Education; Institutionalized Persons; Prisoners; *Vocational Education; Vocational Rehabilitation
IDENTIFIERS- *Ohio

This study of vocational education in Ohio correctional institutions seeks to determine the progress that has been made in the past decade, identify conditions that affect future directions for this educational effort, and make recommendations for further development of the program. The study examines vocational education for juvenile correctional institutions in Ohio to observe programs, facilities, teachers, and students. During these visits, structured interviews were held with at least two teachers, a principal, and the general superintendent. In addition, information was collected from personnel in the State Department of Education, the Ohio Department of Youth Services, the Ohio Department of Rehabilitation and Correction, and some faculty members from the College of Vocational-Technical Education at The Ohio State University. The study found that progress has been made in the past decade, but that much more effort is needed. It predicted that vocational education for Ohio offenders may take several new directions during the next 5 years because of changes in ways of dealing with offenders during a period of limited financial resources. The best solution seems to be in a strategy that calls for the use of vocational education where it can be most effective--especially in juvenile crime prevention. Although a good start has been made, progress needed is shown by these statistics: adult male offenders have 51 teachers for 17,065 incarcerated; adult females have eight teachers for 979 incarcerated; and juveniles have 15 teachers for 1,823 incarcerated. Specific recommendations were made to state agencies and to administrators and teachers at correctional facilities. (KC)

ED 233 232 CE 036 796

Oldsen, Carl F.
Field Testing Vocational Education Metric Modules. Final Report.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 83
GRANT- G008006486
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Auto Mechanics; Distributive Education; Field Tests; *Inservice Teacher Education; *Learning Modules; Marketing; *Mathematical Applications; Mathematics Instruction; Merchandising; *Metric System; Outcomes of Education; *Program Effectiveness; Program Evaluation; Secondary Education; Units of Study; *Vocational Education; Workshops

A project was conducted for the following purposes: (1) to develop a workshop training package to prepare vocational education teachers to use vocational subject-specific modules; (2) to train those teachers to use the workshop package; (3) to conduct field tests of the metric modules with experimental and control groups; (4) to analyze, describe, and submit reports on the posttest results; and (5) to apply for Joint Dissemination Review Panel (JDRP) approval. Project staff worked in April and May 1983 with students and teachers in the Columbus, Ohio, Northwest Career Education Center to field test 5 of 55 existing metric educational modules in 77 vocational education areas. Students from preselected classes in auto mechanics, diesel mechanics, and merchandise distribution were randomly assigned to the experimental (36 students) and control (40 students) groups. The Statistical Analysis System program T test was used to examine the data collected. Comparing the raw scores of each category and then collapsing this data revealed that in the control group only 25 percent scored higher than 59, while in the experimental group 76 percent of the scores exceeded 59. A comparison of the means in the control and experimental groups demonstrated a significant difference and provided an overall picture of the effectiveness of the metric module. This study, while comparing groups drawn from a relatively small sample, indicates the instructional modules assessed were effective in imparting basic metric principles to the experimental classes. Replication of this study is recommended in enlarged control groups employing both pre- and posttest provisions to facilitate the assessment of gain rather than final conditions only. (KC)

ED 233 325 CS 007 269

Singer, Harry; And Others
Testing Achievement in Basic Skills. Volume I: Executive Summary and Research Reports. Final Report.
California Univ., Riverside. School of Education.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Standards; Achievement Tests; *Basic Skills; Educational Research; Educational Strategies; Educational Testing; Elementary Secondary Education; Program Evaluation; Reading Instruction; Standardized Tests; *State Programs; *Test Construction; *Testing; *Testing Problems; Testing Programs; Test Reviews

This comprehensive evaluation of basic skills testing in California's elementary and secondary schools is divided into an executive summary and a collection of research reports. The summary evaluates current testing conducted by the state, school districts, and classroom teachers; describes experimental studies on new ways of testing and reporting test information; and makes recommendations on how to improve the testing program in California. The second section, a collection of research reports used in the evaluation, investigates a number of concerns in state, school district, and classroom testing. The topics covered include (1) the evaluation and testing of reading, (2) California's 1981 reallocation of resources to meet minimal competency requirements, (3) attitudes toward testing and achievement of basic skills, (4) strategies for improving reading comprehension, and (5) school and classrom evaluation. (MM)

ED 233 481 EA 016 046

Holland, Richard P., Ed.
The Interactions of Federal and Related State Education Programs. Volume II: State Case Studies.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 83
CONTRACT- 400-81-0022
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTIONS- Compliance (Legal); Conflict; Educational Administration; Educational Environment; *Educational Opportunities; Educational Policy; Elementary Secondary Education; *Federal Legislation; *Federal Programs; *Federal State Relationship; Government Publications; Interviews; Participative Decision Making; *Politics of Education; Social Influences; Special Education; State Aid; State Departments of Education; State Federal Aid; *State Programs
IDENTIFIERS- *Federalism

This collection of case studies of eight states--California, Louisiana, Massachusetts, Missouri, New Mexico, New York, Virginia, Wyoming--documents a 1981-82 investigation of federal and state administrative interactions across a select sample of federal education programs. To represent a wide spectrum of political, economic, and institutional environments relevant to educational policy administration, six criteria were used in picking the sample, including (1) state support for education, (2) state fiscal stress, (3) regional location, and (4) state political culture. A second set of factors included state efforts to coordinate federal and state special pupil programs and state policies of particular interest. Each case study relied on documentary material and personal interviews with an average of 40 individuals at the state and local levels. Topics studied included state management of federal and state programs, and state political environment. Results indicate that (1) both federal and state governments are shapers of state education policy decisions, (2) federal and state policy priorities for special students are frequently divergent, (3) state educational agencies are better organized than 15 years ago but dependent on federal dollars, and (4) intergovernmental conflicts between state and federal governments are relatively mild and uncommon. (JBM)

ED 233 155 CE 036 614

Wubbena, Dennis; Burrow, Jim

Vocational Student Organizations. Module Number 13. Work Experience Program Modules. Coordination Techniques Series.

Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.; Northern Iowa Univ., Cedar Falls. Dept. of Business Education and Administrative Management.

SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Administrator Role; Cooperative Education; *Faculty Advisers; Guidelines; Learning Activities; Objectives; Pretests Posttests; *Program Development; Secondary Education; *Student Organizations; *Teacher Education; *Teacher Role; Vocational Education; *Work Experience Programs

This self-instructional module, the thirteenth in a series of 16 on techniques for coordinating work experience programs, deals with vocational student organizations. Addressed in the module are the following topics: the major goals and purposes of vocational student organizations, the role of the teacher-coordinator as a local chapter advisor, and the purposes and procedures for developing a local vocational student organizational program. The module contains a series of pretests, learning activities, and self-checks; a sample program of work (written outline of the activities a local vocational student organization plans to accomplish for the year) planning form; a posttest; answers to the pretests and posttest; and a list of additional resources. (MN)

ED 233 203 CE 036 693

The Bar Tack Machine. Module 16.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Check Lists; Clothing; Clothing Instruction; Learning Activities; Learning Modules; Needle Trades; *Occupational Home Economics; Postsecondary Education; Secondary Education; *Sewing Instruction; *Sewing Machine Operators; Student

Evaluation
IDENTIFIERS- *Sewing Machines

This module on the bar tack machine, one in a series dealing with industrial sewing machines, their attachments, and operation, covers one topic: performing special operations on the bar tack machine. These components are provided: an introduction, directions, an objective, learning activities, student information, a student self-check, and a check-out activity. An instructor's final checklist for evaluating the students' performance is attached. (YLB)

ED 233 279 CG 016 858

Terrell, Dudley J.; And Others
Automated Analysis of WISC-R Subtest Scatter.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Measurement; *Computer Oriented Programs; *Computer Programs; *Intelligence Tests; Psychologists; *Test Interpretation
IDENTIFIERS- *Wechsler Intelligence Scale for Children (Revised)

The Full Scale Intelligence Quotient on tests such as the Wechsler Intelligence Scale for Children-Revised (WISC-R) provides a single score which describes a person's over-all performance in relation to other people of similar age. However, two people with identical Full Scale scores may have quite different profiles of strengths and weaknesses. It is often important to go beyond the Full Scale score and determine relative strengths and weaknesses based on subtest performance. Since there is a growing interest in computer software tailored to the needs of clinical psychologists, a computer program was developed which analyzed WISC-R subtest scatter using a standard method of comparing subtest scores with the Verbal and Performance means. To demonstrate the efficiency of such a program for professional users of the WISC-R, graduate students in psychology, school psychometrists, and clinical psychologists (N=15) received automated interpretations of some of their own clients' WISC-R scores based on these analyses. The interpretations were evaluated and rated by the clinicians for validity on a 5-point Likert-type scale. The results indicated that the clinicians agreed with the computer analyses, thus supporting the efficiency of a computer program in this area. (Author/WAS)

ED 233 342 CS 207 548

Bogen, Don
Beyond the Workshop: Some Alternatives for the Undergraduate Creative Writing Course.
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Creative Writing; Higher Education; *Imitation; Models; *Teaching Methods; Writing (Composition); *Writing Instruction; Writing Processes
IDENTIFIERS- Writing Workshops

An alternative to the often artificial writing workshop model focuses on learning through imitation and on the writing process rather than the product. This alternative model also involves

considerably more reading then a typical workshop class, requiring students to read the way writers do, with a critical understanding and an awareness of the "performance" of the writing. Students examine and imitate not only finished works but also the writing that went into them--the generation, arrangement, and revision of the material that makes up a story or poem. Constraints on the teacher's ability to involve students in the different phases and variations of the writing process include the lack of time, the relative dearth of texts that describe what writers actually do, the requirement of grading, and students' possible unwillingness to surrender some measure of "self-expression" for imitation. As a reasonable compromise, teachers would require a great deal of imitative work but base grades on works the students choose. Many students will find that their best work, the writing most distinctly their own, is that done in response to the assignments rather than written independently. (Sample writing process exercises and their objectives are included.) (HTH)

ED 233 421 CS 504 349

Henson, Janice; Miller, Christine
Network Television Coverage of Human Rights in Central America during the Carter Administration, 1977-1980.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Civil Liberties; *Content Analysis; Foreign Countries; Foreign Policy; News Media; *News Reporting; *Television Research
IDENTIFIERS- Carter (Jimmy); *Central America; *Television Networks

A study examined the United States television networks' news coverage of human rights in Central America during the administration of President Jimmy Carter to determine whether the President's hopes for greater media coverage of human rights issues were acknowledged by network newscasts. A content analysis of "Television News Index and Abstracts" was conducted for weeknight reports of the three major network newscasts. The results showed that the number of news stories related to Central America in Carter's first year was surprisingly low, given the amount of political unrest in Nicaragua and Panama. In 1978, the number of stories related to human rights increased considerably. The number of reports from the field decreased in 1979, probably due to the events in Nicaragua as American journalists tried to leave the country. By 1980, all of the NBC and CBS newscasts covering Central America referred to some aspect of human rights. The analysis showed that the number of human rights-related stories did increase during the Carter Administration, but the total amount of time allotted to Central American issues remained small. (HTH)

ED 233 467 EA 016 029

Assist-A-School Handbook.
Jefferson County Public Schools, Louisville, Ky.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Career Awareness; *Career Exploration; Career Guidance; Elementary Secondary Education; *Program Guides; School Business Relationship; *School Community Programs; School Community Relationship
IDENTIFIERS- *Assist A School Program KY

This handbook for the Assist-A-School Program in the Jefferson County Public School District in Louisville, Kentucky, describes program goals; lists benefits, participants' responsibilities, organizational steps, and suggestions for activities; and provides sample evaluation forms. The program, a voluntary cooperative arrangement to increase mutual awareness between local schools and community businesses, industries, and government, helps students make informed career decisions in engineering and related technical fields. Schools' benefits include access to new facilities, information, and outside expertise; business benefits include the promotion of positive community relations and input into the school curriculum. Schools' responsibilities include designation of a faculty contact person to explain and organize the program. Among responsibilities of businesses are making employees aware of the program, and conducting tours. After district and program personnel select and recruit schools and businesses to participate, they arrange introductory meetings and present plans to the concerned parties for additional input. Program activities for students include tours, projects reflecting the knowledge gained from contact with local businesses, and classroom presentations by business personnel. Teacher, student, and business personnel evaluation forms are distributed after each activity. (PB)

ED 233 497 EA 016 064

Nehrt, Roy C.

Public Elementary and Secondary Education in the United States, 1980-81: A Statistical Compendium.

National Center for Education Statistics (ED), Washington, DC.

REPORT NO.- NCES-83-110

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTIONS- Comparative Analysis; *Educational Finance; *Educational Resources; Elementary Secondary Education; Expenditure Per Student; Personnel Data; Profiles; *School Statistics; Tables (Data); Teacher Distribution

Intended as a quick reference to information on elementary and secondary education in the 50 states, this compendium summarizes and compares data from state sources. Summaries of data on educational institutions, pupils, staff, and finance are compiled from reports of local education agencies in each state. Each state is also

profiled to show how it ranks with respect to other states on selected variables. (JW)

ED 233 512 EC 160 027

Kanter, Hal
The Anatomy of a Curriculum.
Laredo State Univ., TX.
SPONS. AGENCY- United Independent School District, Laredo, TX.
PUB DATE- May 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Arithmetic; *Creative Thinking; *Gifted; High Schools; Junior High Schools; *Reading Achievement; *Sex Differences; *Standardized Tests
IDENTIFIERS- *Structure of Intellect

As part of a curriculum development project for gifted students, seventh and tenth grades (N=323) were tested with the Structure of Intellect Learning Abilities Test (SOI-LA) to compare students' scores with norms already collected, investigate differences between the sexes, identify specific types of tasks to promote achievement, and to determine whether a relationship existed between student SOI-LA scores and standardized test scores. Arithmetic means, standard deviations, and number of students participating were calculated for all SOI-LA subtests. Results were presented for basic reading, advanced reading, arithmetic computational, and creative thought skills as compared to norms for the SOI. Among findings were that seventh grade males and females scored significantly below most SOI norms in basic reading skills, advanced reading skills, and arithmetic computational skills. Tenth grade males and females showed significant differences in 5 of 11 cells in arithmetic computation, suggesting the need for differentiated curriculum; and moderate to good positive correlations were found between SOI scores and standardized test scores. (CL)

ED 233 545 EC 160 073

Lewark, Carol A.

The Developmentally Disabled Child as a Victim of Child Abuse.

PUB DATE- May 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTIONS- *Agency Cooperation; *Child Abuse; *Child Neglect; Community Services; *Developmental Disabilities; *Family Problems; Family Relationship; Stress Variables

Records (1972-1982) showing documentation of abuse or neglect in 95 developmentally disabled children were examined. Information was gathered on the children's functioning level, family income, involvement of communiy services, sibling abuse, and family's general lifestyle. Results indicated that in almost every case, the families experienced serious, multiple problems, and that none was really aware of the abuse or neglect. The relationship between disability in the child and the abuse/neglect was believed to be minimal. Fragmentation of services and inability of the community to assign responsibility to one agency for coordination of services were considered major problems. (Author/CL)

ED 233 140 CE 036 553

Hoerner, James L.; Horne, Ralph A.

Competency Based Instructional Resource Guide. Sample Format. Welding.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
PUB DATE- 80
GRANT- VA-80-C-131-3-AD-001
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Articulation (Education); Classroom Techniques; Competence; *Competency Based Education; *Course Content; *Curriculum Development; *Instructional Materials; *Material Development; Models; Occupational Information; Program Implementation; Recordkeeping; Secondary Education; State Curriculum Guides; Task Analysis; Teaching Methods; Welding
IDENTIFIERS- *Virginia

The purpose of this sample guide is to assist teachers and curriculum specialists in developing instructional materials that are competency based and that meet Virginia standards for competency-based education (CBE) programs. The sample deals with the occupation of welding, but it is the format that is of interest here, not the subject matter. Following introductory information on how to use the guide and how to develop and implement a CBE, the guide is organized into six sections. The first section contains information concerning the occupation for which the curriculum materials are being written; this information is useful for preparing instructional activities and for counseling students. In the second section, the process of task analysis is shown, based on the results of a validated task inventory. This section contains a list of actual task/competency statements for workers, occupational titles, codes for the Dictionary of Occupational Titles, program and course titles, performance and enabling objectives, criterion-referenced measures, tools, materials, supplies, audiovisual materials, and references related to the task. The third section describes the approved programs and courses offered for the occupational area, correlated with the task analyses. The fourth and fifth sections contain sample classroom management systems and student recordkeeping systems that have been field tested and are designed for welding courses. Additional resources, books, periodicals, films, tapes, instructional materials, and trade associations are listed in the final section of the guide. (KC)

ED 233 170 CE 036 645

Anderson, D. S.; Blakers, C.
National Clearinghouse on Transition from School Newsletter. Vol. 2. No. 3, Part 1.

Australian National Univ., Canberra. National Clearinghouse on Transition from School.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Access to Education; Adolescents; Adults; Annotated Bibliographies; Computer Oriented Programs; *Educational Policy; *Educational Research; *Education Work Relationship; *Employment Practices; Equal Education; Family Life; Futures (of Society); Government Employees; Job Training; Laws; Migrant Programs; Part Time Employment; *Personnel Policy; Policy Formation; Program Descriptions; Public Policy; Research Projects; Unemployment; Young Adults; Youth Employment; Youth Programs
IDENTIFIERS- Australia (South Australia); Australia (Western Australia)

This part of the Australian newsletter from the National Clearinghouse on the Transition from School to Work is organized into eight sections. Following a description of the clearinghouse in the first section, the newsletter contains two sections of brief descriptions of current research projects and news items. In the fourth section, three books are reviewed: The Future of Work, The Law Relating to Parents and Children, and Youth and the Law. In the fifth section, two longer articles describe an experiment in permanent part-time work in the South Australia Public Service and transition education at an Australian high school. In the sixth section, a continuing series of international perspectives looks at youth waiting for work in China, while the seventh section contains the sixth part of a series on "Teenagers: From School to Work" focusing on policies for youth and education. The final section in part 1 of the newsletter presents a perspective on the Commonwealth participation and equity program as seen by the Commonwealth Schools Commission. (KC)

ED 233 249 CG 016 826

Miller, Rowland S.
Impression Management and the Control of Social Anxieties.
PUB DATE- Apr 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Anxiety; Behavior Patterns; Counseling Techniques; Counseling Theories; *Interpersonal Competence; Personality Traits; Self Concept; *Social Adjustment; *Social Behavior; *Social Cognition; Social Psychology; State of the Art Reviews

Impression management refers to the concept that people engaged in interaction will attempt to control the image of themselves that others form. This provides a foundation for social interaction, giving others information about who we are and what to expect from us. A central concern of impression management is the manner in which we are evaluated by others, i.e., if they react toward us as we intend our self-presentation has been successful. Social anxieties (e.g., stagefright, shyness, embarrassment) are tied to impression management because the fundamental concern in all these problems stems from the prospect of evaluation from others. Within this fundamental similarity, however, the bases for social anxiety may differ according to social setting, and according to whether a predicament which makes us look bad has actually occurred or whether we just fear it might. A combination of high motivation to make a "good impression" and a perceived likelihood of failure creates the fundamental stress of social anxiety. Impression management also emphasizes that social anxiety is produced by an interaction of situational and personal characteristics; this suggests that there is no one specific treatment for all victims of social anxiety, but that a variety and combination of treatment modalities (e.g., cognitive therapy, or social skills training) should be used, as required, for each individual. (WAS)

Edgar, Don; Harrison, Margaret
Children's Participation in Divorce. Discussion Paper Number 10.
Institute of Family Studies, Melbourne (Australia).
REPORT NO.- ISBN-0-642-88096-4
PUB DATE- 16 Feb 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; Child Advocacy; Childhood Needs; Children; *Child Role; *Child Welfare; *Court Role; *Divorce; Elementary Secondary Education; *Family Counseling; Family Planning; Foreign Countries; Marital Instability; *Marriage Counseling; Parent Child Relationship; State of the Art Reviews
IDENTIFIERS- *Australia

Counselors should begin to think not only of the needs of children involved in the process of their parents' divorce, but of an approach to marriage counseling as a whole. Children participate in the context of divorce as family members in the social interaction that makes a family work or not work; there are, therefore, various stages or points of intervention for counseling children through divorce. Yet research data show that children often are not included in divorce counseling; the fact that marital breakdown occurs in the family system of which childen are an active part, is most often ignored. Research on childrens' roles in family interaction and marital satisfaction from birth onward has shown that children are included in their parents' affairs and must be allowed to preserve those blood ties or at least to understand why their parents decided to sever the marriage bond that produced them. The Australian Family Law Act addressed this right of children in two ways: by specifically stating that the wishes of the child must be considered, as appropriate in the circumstances of the case, and by allowing separate representation of the child. Since 1976, the Family Law Act has provided a court counseling service which is directed toward the well-being of children and the elimination of court hearings. The Family Court has tried to recognize an active and valid role for the children of divorce. The challenge to marriage counselors is clear - children must be involved. Perhaps family counseling should be the name of the game. (MCF)

ED 233 294 CG 016 873

Elementary Resource Classroom Packet.

Jackson Public Schools, MI.

SPONS AGENCY- Michigan State Dept. of Education, Lansing. Office for Sex Equity.

PUB DATE- Aug 82

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Career Awareness; *Class Activities; *Educational Games; Elementary Education; Elementary School Students; *Humanistic Education; Instructional Materials; Learning Activities; Models; Nontraditional Occupations; *Resource Units; *Sex Fairness; Teaching Guides

The materials in this resource kit were developed at a summer workshop to provide teachers with suggestions and specific classroom activities to promote sex equity attitudes in elementary school students. Among the products included in the kit are a set of ditto worksheets, for primary students, to reinforce their understanding of the book "William's Doll"; ditto sheets and bingo cards for the Famous People Bingo Game, for grades 4-6; ditto sheets for Alphabet Careers, for early elementary students; Learning Wheel Discs, for upper elementary students; and nontraditional poster puzzles. The kit also includes a Learning Through Math game board, question cards and rules to reinforce older elementary students' knowledge of salary differences among the sexes, and changing family structures. The activities are designed to reinforce skills in art, language, and manual dexterity, as well as sex equity attitudes. (JAC)

ED 233 309 CS 007 233

Pitts, Murray M.; And Others
Comprehension Monitoring: Longitudinal Unobtrusive Measurement with Microcomputers.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Managed Instruction; *Computer Programs; Feedback; Grade 5; Intermediate Grades; Longitudinal Studies; *Microcomputers; *Reading Comprehension; Reading Instruction; *Reading Processes; Reading Programs; Reading Research; Reading Skills
IDENTIFIERS- *Comprehension Monitoring

Uniting two areas of current interest in educational research, a project tested the effectiveness of computer software in observing the process of comprehension monitoring. Passages with embedded comprehension obstacles were presented to two groups of fifth grade students. Identical in content to those of the controls, the experimental subjects' passages flashed comprehension strategies on the computer screen when the subjects reached an obstacle. A follow-up comprehension test revealed no difference in scores between experimental or control groups, indicating that the training did not improve comprehension skills. Reasons for the lack of significant findings might include the high degree of motivation of control, as well as experimental, subjects; the insufficient difficulty of the passages; and the failure of students to grasp the purpose of the experiment. The process data collected during students' reading, however, showed that the experimental subjects used a greater variety of comprehension strategies than did the controls. Further research comparing microcomputer-assisted instruction with traditional classroom instruction is now in progress. (MM)

ED 233 326 CS 007 270

Singer, Harry; And Others
Testing Achievement in Basic Skills. Volume II: Description, Analysis, and Recommendations. Final Report.
California Univ., Riverside. School of Education.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Standards; Achievement Tests; *Basic Skills; Criterion Referenced Tests; Educational Research; Educational Strategies; Educational Testing; Elementary Secondary Education; Norm Referenced Tests; Program Evaluation; Reading Instruction; Standardized Tests; *State Programs; *Test Construction; *Testing; *Testing Problems; Testing Programs; *Test Reviews

Intended both to evaluate the California testing program's success in assessing student achievement in the basic skills and to suggest possible improvements in the program, this report includes an executive summary evaluating current testing procedures, describing experimental studies on new ways of testing and reporting testing information, and making recommendations for improving the current program; an overview of the testing program, the specific questions posed for this report, and a list of criteria and assumptions for evaluating tests; and a review of tests of basic skills at the state, school district, and classroom levels and applies the report's evaluation procedures are applied to these tests. Descriptions of norm and criterion referenced tests are included in the appendix. (MM)

ED 233 358 CS 207 704

Lynn, Jerry R.; Gagnard, Alice
Evaluation of Public Service Advertising Messages with Local and Non-Local Source Attribution: A Controlled Laboratory Experiment.
Laurel Municipal Separate School District, MS.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Advertising; College Students; Demography; Higher Education; Influences; Information Dissemination; *Information Sources; *Media Research; *Social Responsibility; Student Attitudes
IDENTIFIERS- *Public Service Advertising

A study was conducted to examine message evaluations of selected public service advertisements (PSAs) by a young adult population and to test whether local and nonlocal source attribution would influence those evaluations. In addition, the study investigated the extent to which audience characteristics such as fatalism (the degree to which a subject feels that his or her actions will affect a situation) and social responsibility can predict responses to such advertisements. Subjects, 108 college students in two separate classes, viewed seven individual slides containing printed PSAs. One group saw only PSAs having a local response source added to the original text; the second group saw the identical set, but in their original form, in which only two had local response sources. The subjects evaluated the PSAs using a semantic differential scale, then completed fatalism and social responsibility scales. They also supplied demographic information. Results indicated that local response sources did not produce significantly higher message evaluations than nonlocal sources. Social responsibility emerged as the most predictive variable in both treatment situations; fatalism, which emerged as a significant negative predictor of message evaluation, was prominent only in the local source situation. (FL)

ED 233 373 CS 207 789

Mullican, James S.
Curriculum in English II: Planning an Integrated Unit.
Indiana State Univ., Terre Haute. Curriculum Research and Development Center.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Curriculum Development; Curriculum Research;

*Educational Philosophy; *English Curriculum; *English Instruction; English Teacher Education; Higher Education; *Instructional Development; Secondary Education; *Units of Study

Intended for use by beginning teachers of English, this booklet illustrates English curriculum planning and teaching practices and principles set forth in an earlier work. The first chapter of the booklet discusses the importance of careful instructional planning and explains three principles essential to effective English teaching: (1) focus on what students, not teachers, do; (2) use inductive rather than deductive instructional methods; and (3) develop integrated, not fragmented, curricula. The second chapter shows how to apply the three principles in the development of a unit of study; and the third chapter presents an actual unit concerning the persona in poetry, short films, and narrative prose. (FL)

ED 233 389 CS 207 806

Farr, Marcia
Writing Growth in Young Children: What We Are Learning from Research.

The Talking and Writing Series, K-12: Successful Classroom Practices.
Dingle Associates, Inc., Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC. Basic Skills Improvement Program.
PUB DATE- 83
CONTRACT- 300-81-0400
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Basic Skills; Child Development; Child Language; *Classroom Research; *Developmental Stages; Elementary Education; *Language Acquisition; Language Experience Approach; Language Skills; Language Usage; Models; Oral Language; Writing Instruction; *Writing Processes; *Writing Research; *Writing Skills
IDENTIFIERS- *Theory Practice Relationship

Prepared as part of a series applying recent research in oral and written communication instruction to classroom practice, this booklet describes several classroom-based studies that have examined children's writing development and synthesizes what they have shown about the process. The first section of the booklet analyzes the term "writing development"; presents a model of literacy acquisition and use devised by J.C. Harste, C.L. Burke, and V. Woodard; and discusses the work of D.H. Graves and his associates in this area. The second section discusses children's transition from oral to written language and reviews the research conducted by M.L. King and V.M. Rentel. The third section examines how written language growth is related to teaching and discusses King's, Rentel's, and Graves' findings on instructional approaches and S. Sowers's work with the concept of scaffolding. (FL)

ED 233 405 CS 504 291

Daniel, Arlie
Development of a Perceived Communication Effectiveness Scale.
PUB DATE- 27 May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Classroom Communication; College Students; *Communication Research; *Communication Skills; Graduate Students; Higher Education; *Student Attitudes; Teacher Behavior; *Teacher Effectiveness; Teaching Assistants; *Test Construction; Test Validity

Prompted by research showing that communication is one element that distinguishes teachers rated effective by students from those rated ineffective, a study was undertaken to develop a scale for assessing the perceived communication effectiveness of graduate teaching assistants (GTAs). Two groups, one of undergraduate students and one of their graduate teaching assistants, identified the communication behaviors used in assessing the communication effectiveness of teachers. These findings were then used to create a scale that was administered to approximately 1,000 undergraduates in 60 classes taught by GTAs. The findings suggested that students perceived as effective those teachers who possessed organizational stability, instructional adaptability, and interpersonal flexibility. (Author/FL)

ED 233 529 EC 160 052

Felker, Roberta M., Ed.
A Parent's Guide to the Education of Preschool Gifted Children.
National Association of State Boards of Education, Washington, D.C.
SPONS. AGENCY- Office of Gifted and Talented (ED), Washington, DC.
PUB DATE- 82
GRANT- G008002481
AVAILABLE FROM- National Association of State Boards of Education, 444 North Capitol St., N.W., Washington, DC 20001 (no price quoted).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Child Advocacy; *Gifted; Intervention; Labeling (of Persons); Parent Materials; *Preschool Education; *Talent; *Talent Identification

The booklet presents information to help parents raise their gifted and/or creative preschool children. M. Sapon-Shevin and M. Shevin, in "Issues for Parents: Implications of the 'Gifted' Label," review the functions of labels, describe the educational needs of gifted children, and suggest ways in which parents can act as advocates. In "Issues for Parents: Encouraging Development of the Preschool Gifted Child," C. Steele and S. Gladden describe current evaluation approaches, summarize eight programs for gifted preschoolers, and list 20 ways to encourage the potential development of the preschool child. Guidelines for choosing appropriate programs are covered by M. Thormann In "Issues for Parents: Selection of a Responsive Preschool Program for the Gifted Child." E. Herda ("Issues for Parents: The Meaning of the 'Information Age' for the Preschool Gifted Child") presents an overview of current social and cultural changes and discusses the implications for raising gifted children in such a society. S. Perkins concludes with a discussion of emerging issues in the field of preschool gifted education. Appended material includes a resource listing for parents and fact sheets on giftedness from the Council for Exceptional Children. (CL)

ED 233 126 CE 031 114

A Program of Physical Education for Vocational Technical Schools of Connecticut.
Connecticut State Dept. of Education, Hartford. Bureau of Vocational-Technical Schools.
REPORT NO.- VT-239
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Archery; *Athletics; Basketball; Behavioral Objectives; Dance; Field Hockey; Football; Golf; Gymnastics; Learning Activities; *Physical Education; Physical Fitness; Program Design; *Program Development; Safety; Secondary Education; *Skills; Soccer; Softball; Tennis; Track and Field; Vocational Education; *Vocational Schools; Weightlifting; Wrestling
IDENTIFIERS- Badminton; Floor Hockey; Handball; Speedball

These recommendations and suggestions are intended as a guide for the development of a well-balanced program of physical education in vocational schools. Introductory materials outline the purpose, aims, and objectives of a physical education program as well as the general philosophy and goals, program goals and their objectives, general policies, organization and planning for the program, some general program aids, and measurement and evaluation. The remainder of the publication is devoted to the various sports/activities of the physical education program given in alphabetical order. Behavioral objectives; area, equipment, and time requirements; safety rules and/or terminology; skills; methodology; and suggested activities are provided for each sport. These sports/activities are included: archery; badminton; basketball; dance, including folk dancing and social dancing; field hockey; floor hockey; golf; gymnastics; handball; physical fitness; soccer; softball; speedball; tennis; touch/flag football; track and field; volleyball; weight training; and wrestling. A program for students with physical limitations is also outlined. Behavioral objectives, skills, facilities, and equipment are discussed. Appendixes include a list of tests of physical fitness and several articles on dance. (YLB)

ED 233 185 CE 036 673

A Study of Accommodations Provided to Handicapped Employees by Federal Contractors. Final Report. Volume II: Ten Case Studies.
Berkeley Planning Associates, Calif.
SPONS. AGENCY- Employment Standards Administration (DOL), Washington, D.C.
PUB DATE- 17 Jun 82
CONTRACT- J-9-E-1-0009
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Accessibility (for Disabled); Administration; Affirmative Action; Case Studies; *Disabilities; Employer Employee Relationship; Employment Interviews; *Employment Practices; Equal Opportunities (Jobs); Industrial Structure; Industry; National Surveys; Personnel Management; Staff Development; *Work Environment
IDENTIFIERS- *Federal Contractors; *Reasonable Accommodation (Handicapped)

A series of 10 case studies was conducted as part of a 20-month nationwide study of the accommodations provided to handicapped employees by federal contractors. During the course of the project, case study visits were made to the following firms: the Dow Chemical Company; E. I. DuPont de Nemours and Company; Hewlett-Packard; IBM Corporation; Lockheed Missiles and Space Company; Merck, Sharp, and Dohme; the Raytheon Company; the Storage Technology Corporation; Tektronix, Inc.; and the Union Carbide Corporation. The site visits, which lasted from 1 to 2 days, involved interviews with various types of individuals, including top administrators, handicapped employees, managers of handicapped employees, employment recruiters or interviewers, and individuals in outside agencies who send referrals to the firm or who handle accommodation issues. Because these companies are large, they all have at least one individual responsible for equal employment opportunity and affirmative action. In most cases, procedures for handling accommodation appear to be informal and decisions concerning accommodation are made on a flexible basis. Found to be especially successful were accommodation practices involving technological advancements that open job possibilities for some handicapped workers, special procedures for finding and interviewing qualified handicapped applicants, and training company staff in the areas of company policy and disability awareness. (MN)

ED 233 437 EA 015 859

Jones, Alice M.
A Study of Superordinate, Subordinate and External Role Relations as Determinants of Principals' Perception of On-the-Job Stress.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrator Attitudes; *Board Administrator Relationship; Charts; Educational Environment; Elementary Secondary Education; *Interprofessional Relationship; Parent School Relationship; *Principals; Questionnaires; Social Influences; *Stress Variables; Superintendents; Tables (Data); *Teacher Administrator Relationship
IDENTIFIERS- *New York

The purpose of this study is to clarify the role of internal and external factors in elementary and secondary school principals' perceptions of on-the-job stress. Variables include school location, school type, the principal's gender, and the principal's work experience. Of 300 questionnaires mailed out to New York State school principals, 235 were returned, including 72 urban, 85 suburban, and 78 rural school principals from 114 elementary and 121 secondary schools. According to the modified Administrative Stress Index used for the study, principals generally perceived a greater amount of job stress from interactions with external groups, such as parents and union representatives, than from interactions with superordinate internal groups, such as school board members and superintendents. Results confirm the findings of previous studies, however, indicating that interactions with subordinate internal groups, especially teachers, generate the greatest amount of stress. School location, school type, the principal's gender, and the principal's work experience were not found to be significant variables. The study also confirms previous findings that the majority of principals do not consider their jobs highly stressful. Findings are summarized in 13 tables and charts. (JBM)

ED 233 452 EA 015 874

Berger, Michael A.
Retrenchment Policies and Their Organizational Consequences.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
GRANT- NIE-G-80-0170
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Selection; Case Studies; Consolidated Schools; Consultants; *Educational Equity (Finance); *Educational Policy; *Efficiency; Elementary Secondary Education; Expenditure Per Student; Hypothesis Testing; *Organizational Theories; *Policy Formation; Questionnaires; Reduction in Force; Regression (Statistics); *Retrenchment; School District Spending; Student Teacher Ratio; Superintendents; Teacher Administrator Relationship

This paper focuses on the organizational consequences of retrenchment policies emphasizing efficiency (selective cuts to insure long-term survival) and equity (across the board actions). The effectiveness of each of these policies was tested on 59 cases of school district enrollment decline over a 10-year period by means of a questionnaire/checklist and followup interview. Dependent variables considered were per pupil expenditures, teacher-administrator equity (change in ratio of teachers to administrators over time), and pupil-teacher ratio. Independent variables included two substantive retrenchment policies--reduction in force (RIF) rate and consolidation rate (speed with which districts closed schools)--and two process retrenchment policies--superintendent selection and use of a consultant. Environmental variables were limited to community type and decline rate. Regression analysis of hypotheses constructed using all variables tends to support the efficiency model of educational policymakers. Results further indicate that the use of consultants in urban situations has a significant effect on teacher-administrator equity and that outside successors are consistently more effective than superintendents drawn from within the organization. The fact that RIF and school consolidation emerged as of little organizational consequence suggests that educational policymakers in times of crisis deal with issues as they come up, like firefighters. (JBM)

ED 233 498 EA 016 065

McCarthy, Martha M.
Discrimination in Public Employment: The Evolving Law.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 83
AVAILABLE FROM- Publications, National Organization on Legal Problems of Education, 5401 Southwest 7th Ave., Topeka, KS 66606 ($8.95 plus $1.50 postage and handling on prepaid orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTIONS- Affirmative Action; Age Discrimination; *Civil Rights Legislation; *Court Litigation; Disabilities; Discriminatory Legislation; Due Process; Employers; *Employment Practices; Employment Qualifications; *Equal Opportunities (Jobs); Equal Protection; Federal Legislation; *Government Employees; Laws; Legal Responsibility; Minority Groups; Personnel Integration; Pregnancy; Racial Discrimination; Religious Discrimination; Reverse Discrimination; Sex Discrimination; *Social Discrimination
IDENTIFIERS- *Civil Rights Act 1964 Title VII; National Origin

This monograph reviews the current status of constitutional, statutory, and case law governing public employers' obligations to assure equal employment opportunities and employees' rights to nondiscriminatory treatment. An initial overview of the legal framework discusses federal equal protection mandates including the guarantee of equal protection of the laws under the Fourteenth Amendment, the due process clause of the Fifth Amendment, and Title VII of the Civil Rights Act of 1964. Judicial criteria used to assess claims of employment discrimination are described. Subsequent sections summarize major judicial decisions interpreting these provisions in cases alleging employment discrimination based on race, sex, national origin, religion, handicap, or age. Topics of racial discrimination law addressed in detail are hiring and promotion practices, staff reductions, affirmative action, and reverse discrimination. Major concerns of the sex discrimination discussion are conditions of employment, pregnancy-related policies, compensation, retirement benefits, and sexual harassment. An additional chapter covers suit for compensatory and punitive damages

for employment discrimination under 42 U.S.C., section 1983. Guidelines to help public employers reduce discrimination in employment decisions and avoid liability are provided in the conclusion. References are thoroughly documented. (MJL)

ED 233 546 EC 160 074

Johnson, Paul L.
Groups for Parents with Developmental Disabilities.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adults; Child Development; *Developmental Disabilities; Discipline; Group Activities; Group Discussion; *Parent Education; Parents; Self Esteem

The Parent Group Development Program was established to provide information and support for parents with developmental disabilities. Parent group activities focused on offering information about child development (through a guessing game in which behavior was matched to one of four age groups) and meal planning and budgeting (with a task that called for group preparation of a luncheon for themselves). Group activities were also designed to enhance self esteem through a project in which mothers' portraits were taken and related feelings discussed. Less successful activities centered on stress reduction and child discipline, both of which used highly structured role playing techniques. Implications for instructional development for this group include emphasis on concrete aspects, and attention to issues of confidentiality. (CL)

ED 233 156 CE 036 615

Callahan, William

Vocational Assessment. Module Number 14. Work Experience Program Modules. Coordination Techniques Series.

Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.; Northern Iowa Univ., Cedar Falls. Dept. of Business Education and Administrative Management.

SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Cooperative Education; *Evaluation Methods; Guidelines; Job Performance; Learning Activities; Performance Tests; Pretests Posttests; Records (Forms); Secondary Education; Situational Tests; *Student Evaluation; Teacher Education; Vocational Education; *Vocational Evaluation; *Work Experience Programs; Work Sample Tests

This self-instructional module, the fourteenth in a series of 16 on techniques for coordinating work experience programs, deals with vocational assessment. Addressed in the module are the purposes of vocational assessment, the types of information that are gathered in the vocational assessment process, and available vocational assessment techniques and their application in work experience programs. The module includes a series of pretests, learning activities, and self-checks; a posttest; answers to the pretests and posttest; and a list of additional resources. Appended to the module are descriptions of various commercial assessment systems, work sample tests, manual dexterity tests, and a sample vocational assessment performance statement. (MN)

ED 233 204 CE 036 694

The Double-Needle Felling Machine. Module 17.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Check Lists; Clothing; Clothing Instruction; Learning Activities; Learning Modules; Needle Trades; *Occupational Home Economics; Postsecondary Education; Secondary Education; *Sewing Instruction; *Sewing Machine Operators; Student Evaluation
IDENTIFIERS- *Sewing Machines

This module on the double-needle felling machine, one in a series dealing with industrial sewing machines, their attachments, and operation, covers two topics: performing special operations on the double-needle felling machine (straight seams) and performing special operations on the double-needle felling machine (curved flat-felled seams). For each topic these components are provided: an introduction, directions, an objective, learning activities, student information, a student self-check, and a check-out activity. An instructor's final checklist for evaluating the students' performance is attached. (YLB)

ED 233 219 CE 036 756

Miller, Larry; And Others
Adult Vocational Education in Ohio. Serving the Economy and Personal Needs. A Study of Exemplary Policies and Practices of Adult Vocational Education.
Ohio State Advisory Council for Vocational Education, Columbus.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Adult Education; *Adult Programs; Advisory Committees; Coordination; Demonstration Programs; Educational Cooperation; Educational Planning; *Educational Policy; *Educational Practices; Employer Attitudes; Enrollment; Job Training; Postsecondary Education; Program Administration; Program Design; Program Effectiveness; Program Evaluation; Program Implementation; School Business Relationship; School Community Relationship; School Counseling; School Districts; State Programs; Student Characteristics; Student Educational Objectives; Student Evaluation; Student Recruitment; Teacher Characteristics; *Vocational Education
IDENTIFIERS- *Ohio

A study described the policies and procedures utilized in exemplary adult vocational education programs in five school planning districts in Ohio. The study, which entailed an analysis of programs involving 34,618 students and 832 instructors, focused on program implementation and administration, student goals and outcomes, instructor characteristics, and employer attitudes concerning the programs. All of the planning districts surveyed employed a full-time individual who is responsible for adult programs, utilized craft advisory committees for each adult vocational program, and cooperated extensively with community agencies and local business and industry. Of the instructors interviewed, two-thirds used competency-based educational curricula in their adult classes. While each district provided some counseling and assessment for students, the type and extent of counseling varied from district to district. Nearly two-thirds of the instructors interviewed had over 10 years of related work experience, and many continued to update their occupational and instructional skills by attending workshops and college classes and by working in their trade area during the summer. About half of the adult students examined enrolled during daytime hours, and about 60 percent of them did not pay any program costs. (MN)

ED 233 233 CE 036 800

Proposals to Establish a New Educational Assistance Program for Veterans and Members of the Armed Forces, and Review of the Veterans Educational Assistance Program (VEAP). Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

PUB DATE- 12 Apr 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Education; Armed Forces; *Educational Legislation; *Federal Aid; Federal Government; Federal Legislation; Federal Programs; Hearings; *Military Personnel; Postsecondary Education; Program Development; Program Evaluation; *Student Financial Aid; Veterans; *Veterans Education
IDENTIFIERS- Congress 98th; Proposed Legislation; *Veterans Educational Assistance Program

This report of a hearing on educational benefits for veterans and members of the armed forces focuses on four proposals to establish a new educational assistance program for veterans and members of the armed forces and presents a review of the Veterans Educational Assistance Program (VEAP). Testimony includes statements from members of the U.S. House of Representatives, the Assistant Secretary of Defense, and individuals representing the U.S. Marine Corps, Disabled American Veterans, the National Guard Association of the United States, the Association of the U.S. Army, the Non-Commissioned Officers Association of the United States, Veterans of Foreign Wars, the Fleet Reserve Association, AMVETS, the U.S. Air Force, the American Legion, the Veterans' Administration, the U.S. Army, and the U.S. Navy. (YLB)

Hummel, Thomas J.

Communicating Counseling Research Using Formal English and Computer Models.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Oriented Programs; Computer Programs; *Counseling; Experiments; *Programing Languages; Psychological Studies; Research Methodology, *Research Needs; *Research Tools

This document discusses the creation of a new formal language for the field of counseling psychology. Constructs for such a language are applied specifically to the communication of research information (especially research concerned with the effects of counselor action on clients) for experimental replication. Grammatical concepts of a formal language are described, i.e., syntactic categories (called nonterminal symbols), terminal symbols of the language (English words), and rewrite rules for combining symbols into strings (such as sentences). An argument is made for the use of a computer language as the vehicle for communicating explicit information about counseling actions, and examples of possible rewrite rules for counseling language are given. A strategy is presented to translate counseling language into a form recognizable by a computer, using an "interpreter," i.e., a computer program which would interpret the counseling language. The tasks of the interpreter are described, and the design of the interpreter program is discussed. Tables are given which provide examples of input to the interpreter. (WAS)

ED 233 343 CS 207 551

Britto, Neville
Teaching Writing to Minority Students.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Black Culture; *Black Dialects; Black Students; *College English; English Curriculum; English Instruction; Higher Education; *Standard Spoken Usage; Teacher Attitudes; *Teacher Role; Writing (Composition); *Writing Instruction; *Writing Skills

College composition instructors need special knowledge and skills in teaching black students. After pointing out the difference between black dialect and standard English, teachers need to discuss with students the practical reasons for using standard English in writing. To avoid being arbitrary or patronizing during this discussion, instructors must understand the implications of several current models for the standard English-black dialect relationship--the cognitive deficit, culturally deprived, and bidialectical theories. They must also be concerned with their approach and the course content. In addition to providing strong classroom leadership and working on individual writing problems, instructors must encourage students' pride in their work by setting high standards. For further ideas and strategies, instructors can consult a number of source books, including: G. Smitherman's "Talkin and Testifyin: The Language of Black Dialect America," J.L. Dillard's "Lexicon of Black English," and P. Stoller's "Black American English." (MM)

Desmond, Roger Jon; Bezzini, John
Evaluation of Communication about Groups: The Hydra Phenomenon.
PUB DATE- May 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Communication (Thought Transfer); *Communication Research; *Credibility; *Decision Making; *Group Dynamics; Groups; Higher Education; *Problem Solving; Student Attitudes
IDENTIFIERS- *Hydra Phenomenon

A study investigated how the attribution of a problem solution to an individual or group affects the consumer's perception of the solution's quality. Based on the tendency to support group decision-making (Hydra phenomenon) it was predicted that decisions attributed to groups would be perceived as higher in quality than those made by individuals, and that members of groups would be perceived as being more credible than individuals. The subjects, 161 undergraduates enrolled in communication courses at an eastern university, were given a two-page summary of a university problem regarding the introduction of hard liquor at a campus "pub," and a summary of arguments for the change from student advocates, from neutral elements of the university administration, and from campus security opposed to the change. The decision-making process was then described in either a single author version or a version by a committee made up of faculty and students. Subjects were told that the final decision was a compromise permitting wine and champagne, but no hard liquor. Subjects were then asked to complete a 26-item Decision Quality Index. The evaluative responses clearly indicated that the group was perceived as being generally more credible than the individual, and the decision made by the group was rated higher in quality than that of the individual, supporting both hypotheses. (HTH)

ED 233 422 CS 504 359

Rudolph, Evan E.; Johnson, Barbara R.
Communication Consulting: Another Teaching Option.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-78-0026
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Business Communication; *Career Change; Communication (Thought Transfer); *Communication Research; Communication Skills; *Consultants; Consultation Programs; Language Arts; *Speech Communication; Teaching Experience
IDENTIFIERS- *Alternative Careers

Intended for teachers in communications and the language arts who are contemplating alternatives to teaching, this booklet provides a basic approach to communication consulting with fundamental definitions and practical guides to basic consulting principles. The first section of the booklet briefly discusses approaches to consulting and sources of consulting information. The second section looks at consulting in practice, examines prerequisite skills and suggests how to market them, describes the structure of workshops, seminars, and employee communication programs that make up consulting activities, and evaluates the results of consulting efforts. A bibliography and the addresses of communication associations are included. (HTH)

ED 233 468 EA 016 030

Dellinger, Anne M.
North Carolina School Law: The Principal's Role.
North Carolina Univ., Chapel Hill. Institute of Government.
PUB DATE- 81
AVAILABLE FROM- Publications, Institute of Government, Knapp Building 059A, University of North Carolina at Chapel Hill, Chapel Hill, NC 27514 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Administrator Responsibility; *Administrator Role; Corporal Punishment; *Court Litigation; Discipline; Educational Finance; Elementary Secondary Education; Expulsion; *Legal Responsibility; *Principals; *School Law; Student Rights; Student Transportation; Student Welfare; Supervision; Suspension
IDENTIFIERS- North Carolina

This book outlines the legal aspects of the principal's role in North Carolina and is intended to be used as an instructive and advisory aid when formulating school policy. The principal's legal status, including a definition of authority and employment rights, is discussed. The author delineates the principal's responsibilities for student welfare as follows: enforcing attendance law, identifying neglect and abuse, guarding children's health and safety, regulating access to student records, and placing students in appropriate educational programs. Asserting a principal's authority to discipline, the author differentiates between student First Amendment rights and negative rights (freedom from discrimination, right to due process, right to privacy of school records, and certain protections of the Fourth Amendment). Since many student rights have been established by federal court decisions and are in a state of flux, principals are advised to learn the areas in which legal difficulties are likely to arise and seek direction in those areas. The author covers the fairness of school rules and methods of enforcement, legal consideration of the duties a principal has as a supervisor, school financing, and duties involved in maintaining school property and supervising school transportation systems. In describing the principal's liability the author lists the statutes and penalties involved in North Carolina law. (MD)

ED 233 482 EA 016 047

Education for a High Technology Future: The Debate over the Best Curriculum.

Educational Research Service, Arlington, Va.

PUB DATE- May 83

AVAILABLE FROM- Publications, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 225-00008; $15.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Computer Science Education; *Curriculum; Educational Technology; Elementary School Curriculum; Elementary Secondary Education; Employment Opportunities; *Employment Projections; *Futures (of Society); General Education; Long Range Planning; Mathematics Education; Occupations; Pretechnology Programs; School Role; Science Education; Secondary School Curriculum; *Technological Advancement; *Technological Literacy

IDENTIFIERS- Information Technology

The 10 essays and reports collected here offer various perspectives on elementary and secondary curricula most appropriate to a future of rapid technological change. Articles by the National Science Board, Secretary of the Air Force Verne Orr, the Office of Technology Assessment (OTA), Shirley McCune for the Education Commission of the States (ECS) "Issuegram," and the Leadership Conference on Education and Economic Growth, prescribe education emphasizing math, science, and technical skills. The National Science Board urges increasing the mathematics, science, and technology literacy of all citizens, and Orr stresses expertise for defense and international economic competition. OTA outlines the possibilities information technology offers education. McCune recommends state initiatives, while the Leadership Conference advises a comprehensive federal policy for upgrading education. Proponents of a strong general education are Richard Hersch, George Bonham, Wynn De Bevoise, Herbert Bienstock, and Henry Levin and Russell Rumberger. Hersch recommends rethinking the goals, finance, and structure of our crumbling educational system, and Bonham endorses education in the humanities and liberal arts to give meaning to work. De Bevoise supports a foundation of basic skills as well as specialized training, while Bienstock proposes improving skills for the existing jobs that will remain in high demand. Levin and Rumberger foresee an expansion of lowest skill jobs, rather than high tech opportunities. (MJL)

ED 233 513 EC 160 029

Drezek, Stan; Spencer, Judy
Public Law 94-142: Child Find/Serve, Project ACES, Related Services. Final Evaluation Report, 1981-1982. Document Number 82-272-877.
Education Service Center Region 20, San Antonio, Tex.
SPONS. AGENCY- Department of Education, Washington, DC.; Texas Education Agency, Austin.
PUB DATE- 30 Sep 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Agency Cooperation; *Disabilities; Educational Cooperation; Elementary Secondary Education; *Handicap Identification; *Information Dissemination; Information Systems; *Inservice Education; Intervention; Occupational Therapists; Physical Therapists; *Program Evaluation; Publicity; Referral; School Community Relationship; Special Education Teachers; State Programs; Training Objectives
IDENTIFIERS- *Education for All Handicapped Children Act; Program Objectives; *Project Child Find Serve TX

A 1981-1982 final evaluation report of the Child Find/Serve Project and related services required by P.L. 94-142 in San Antonio, Texas, is presented. The contents of the report are as follows: the evaluator's interpretive summary, summaries of the accomplishment of objectives, additional findings, and substantiating documentation. The brief interpretive summary presents the evaluator's judgment of the important issues for the program. For each of the following program components, strengths, weaknesses, and opportunities are addressed: student referral, resource identification, public awareness, special education management system, and interagency coordination for the Child Find/Serve project. In the 20-page section on the accomplishment of objectives, the following information is provided for each objective: evaluation findings, responses of program staff, and evaluator comments. Additional program components include: Project ACES, information on daycare and tutoring services, and workshops/inservice education and technical assistance to teachers and occupational and physical therapists. The approximately 120 pages of substantiating documentation/attachments pertain to the program components, and include the following: attendance and credit hours for each workshop title, workshop learner objectives, workshop evaluations, a report on related services in Texas Education Service Centers--Region 20, and brief case studies of 19 severely handicapped students needing communication devices. (SEW)

ED 233 374 CS 207 790

Chew, Charles R.
The Product Has Meaning.
PUB DATE- 22 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Elementary Secondary Education; Higher Education; *Writing (Composition); *Writing Evaluation; *Writing Instruction; *Writing Skills

Emphasizing the writing product rather than process, this paper presents two writing samples each for three students and evaluates them using five questions: (1) What are the strengths of the paper? (2) What are the weaknesses? (3) What are the apparent differences between the two writing samples? (4) What other information do you need about this student? and (5) What could the classroom teacher do to help the student? According to the paper, these questions focus attention both on specific skill needs and on the students' general writing practices. (MM)

ED 233 171 CE 036 646

Anderson, D. S.; Blakers, C.
National Clearinghouse on Transition from School Newsletter. Vol. 2. No. 3, Part 2.
Australian National Univ., Canberra.
PUB DATE- Aug 83

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adolescents; Delivery Systems; Disadvantaged Youth; *Educational Policy; Employment Practices; *Employment Problems; Financial Support; Guaranteed Income; Longitudinal Studies; *Policy Formation; Postsecondary Education; *Public Policy; Secondary Education; Unemployment; Young Adults; *Youth Employment; Youth Problems
IDENTIFIERS- *Australia

Part 2 of this Australian newsletter from the National Clearinghouse on the Transition from School to Work contains 11 review papers offering perspectives from various authors on a youth policy. The first two papers, "Youth Policies" by Shears and Matthews and "Putting Youth into Youth Policy" by Cloheay, provide an overview of the issues and the essential elements of a youth policy. In paper 3, "Measuring the Status of Youth," Sweet makes a further contribution to the work he has already done to describe the situation of teenagers in the labor market. In this paper, he argues the need for an adequate statistical index of youth in difficulty. In the fourth paper, "Some Psychological Effects of Unemployment in School Leavers," Tiggemann and Winefield report some preliminary results from their longitudinal study, indicating the effects of employment and unemployment on young people. The next two papers, "Perspectives on a Youth Policy: A View from Education" (Hughes) and "Higher Education and Youth Policy" Anderson, reflect on the relationship between a broad youth policy and secondary and higher education. "Financial Incentives for Teenagers" (Ironmonger), "A Youth Allowance" (Edwards), and "Beyond the Refuge: Income Support and Public Housing" (McDermott) all deal in some detail with the financial implications and issues of a youth allowance. Baker, in "Rhetoric is Fine...But Delivery is Another Thing," points out that many inconsistencies exist as far as the formulation of policy and its delivery in services are concerned. In the last paper, Blakers partially sums up the themes of the preceding papers and offers some views of her own on a youth policy.(KC)

ED 233 250 CG 016 827

Carline, Jan D.
School Psychologists and Clinical Judgment: Patterns of Data Utilization.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Ability; *Competence; *Decision Making; Diagnostic Tests; *Educational Diagnosis; Educational Psychology; Elementary Secondary Education; Learning Disabilities; Performance;

*Psychological Evaluation; *Reliability; *School Psychologists

School psychologists function as experts in the diagnosis of childrens' educational difficulties. Can the decision-making activities of school psychologists be characterized as expert? Practicing school psychologists (N=10) reviewed cases of children (N=120) being considered for placement in learning disabilities programs. A case consisted of 17 educational cues, including scores from achievement tests and ratings of other aspects of academic and social performance. The psychologists rated each cue as to its relevance to the diagnosis of learning disabilities for the child represented in the case, and then offered a diagnosis for the child. Analysis of the ratings of cues and the diagnoses described the decision-making characteristics of each psychologist. Statistical analysis showed that the ratings of cues and decisions were highly correlated for each psychologist, indicating great consistency in the ways that individual cues were related to diagnoses. Further, the psychologists clustered cues in similar fashions when approaching a decision. The decision-making activities represented in these results may be characterized by logical and orderly processes. If orderliness is an important characteristic of expert abilities, then the results indicate that the decision-making of school psychologists may be deemed expert. (Author/WAS)

ED 233 295 CG 016 874

Yager, Geoffrey G.; And Others
Developing Counselor Confrontation Skills by a Self-Instructional or Discrimination/Communication Process.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Skills; *Counseling Techniques; Counselor Client Relationship; *Counselor Training; Empathy; Evaluation Methods; Graduate Students; Higher Education; *Program Effectiveness; Role Playing; *Skill Development
IDENTIFIERS- *Confrontation

Thirty-one prepracticum counselors were assigned randomly to two methods of confrontation skill training: (a) a cognitive self-instructional modeling group and (b) a discrimination/communication training group. The self-instructional group practiced aloud and, later silently, a set of questions designed to identify and to verbalize a discrepancy in a client's thoughts, feelings or behaviors (i.e., to identify and verbalize a confrontation). They also were taught a method to evaluate the confrontation responses they were practicing. The discrimination/communication training group discriminated levels of effective confrontation using Carkhuff's confrontation scale and, subsequently, practiced communication of confrontation responses. Both groups received 3 hours of group practice and feedback. Assessment of the effects of treatment was carried out through analysis of 15-minute audiotapes made by each subject with a coached client. Dependent measures included total number of responses, number of confrontations, ratings on Carkhuff's confrontation scale, scores on the Multidimensional Confrontation Response Scale, and the Response Relevance Scale ratings. The results indicated that the cognitive self-instruction group subjects made fewer total responses and higher Response Relevance Scale scores, but they did not differ in the measures directly related to confrontation. (Author)

ED 233 310 CS 007 235

Johnen, Elizabeth T.
Challenging Adults to Read Effectively.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adult Basic Education; *Adult Reading Programs; *Curriculum Development; Curriculum Guides; Literacy Education; Reading Difficulties; *Reading Instruction; *Remedial Reading

This paper briefly describes a project designed to provide for assessment, materials, and instruction for adult rural Oregon students reading at less than a fifth grade level. An overview is provided of the resulting curriculum guide, "C.A.R.E.-Challenging Adults to Read Effectively," which was intended for teachers, tutors, or paraprofessionals involved in developing an adult basic reading course, and the steps essential to the creation of an individualized program. The steps include: (1) creating a committee to determine the program's philosophy, goals, and instructional methods; (2) analyzing student needs; (3) developing a program to meet those needs; (4) keeping records of student progress; and (5) offering alternative methods of presenting information. Besides suggesting testing instruments, effective reading series, and additional reference materials, the "C.A.R.E." manual provides an easy-to-use format through frequent use of charts and other visual aids. A comprehensive description of methods of assessment, placement and instruction, the "C.A.R.E." manual can be an aid to any instructor attempting to achieve specific goals with basic readers. (Sample program materials are appended.) (MM)

ED 233 327 CS 007 273

Goetz, Elizabeth M.
A Preschool Environment for Emergent Reading.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Early Reading; *Learning Activities; *Preschool Children; Preschool Education; Reading Aloud to Others; Reading Games; *Reading Instruction; Reading Materials; *Reading Readiness; Reading Skills; Teacher Role

Given preschool children's characteristically short attention spans and unpredictable interests, teachers can encourage early reading most effectively and appropriately through the systemization of informal or incidental, rather than formal, learning. They can make learning to read relevant to traditional preschool activities in a number of ways. By posting words around the classroom, as in, for example, activity menus, teachers can elicit parents' help in pointing out important messages; and by labeling grocery items used in dramatic play, they can focus attention on new words. Intermittently modeling reading in a small, enclosed, rather than a large, open reading corner, teachers can, according to recent research, increase the amount of time children independently spend in the area. In the organic reading center--a sociable place complete with typewriter, blank books, index cards, crayons, and paste--teachers can take dictation for the children's own books. During the regularly scheduled large group period, teachers can promote emergent reading through songs, chants, finger play, and stories. (MM)

ED 233 359 CS 207 725

Shoemaker, Connie L.
English Needs of Community College Students: A Faculty Survey.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Bilingual Students; Community Colleges; *Curriculum Development; Educational Research; English (Second Language); *English Instruction; *Foreign Students; Higher Education; Needs Assessment; *School Role; School Surveys; *Student Needs

To determine the special English language needs of foreign students enrolled in a Colorado community college, a needs assessment questionnaire was designed and administered to professors and lecturers and, in a variety of subject areas, to students enrolled in English as a second language classes at the school. Analysis of the responses given by the 49 teachers and 46 students indicates that curricula in the ESL classes should focus on the reading and vocabulary necessary for the beginning college students and on the brief writing tasks required in community college courses. Skills necessary to absorb material from a lecture were also stressed, such as notetaking, listening for main ideas, and asking questions. The results indicated that the ESL program in existence at the college had attempted to include instruction in too many skills and that it did not differentiate between students needing beginning language instruction and those wanting to concentrate on the skills necessary for success in higher-level college classes. (A copy of the survey form is appended.) (FL)

ED 233 390 CS 207 807

Eagleson, Robert D., Ed.
English in the Eighties.
Australian Association for the Teaching of English.
REPORT NO.- ISBN-0-909955-40-9
PUB DATE- 82
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 14601, member $7.50, non-member $8.50).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information

Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTIONS- Childrens Literature; Educational Research; *Educational Trends; Elementary Secondary Education; English Curriculum; *English Instruction; *English Teacher Education; Higher Education; *Multicultural Education; *Writing Evaluation; *Writing Instruction

Reflecting concerns for the present state of and current trends in English education on an international scope, the articles in these conference proceedings focus on the multicultural environment, teacher education, and research in English instruction. Following an opening address on the past and future of English teaching, the remaining articles discuss the following topics: (1) multicultural education and the English teacher, (2) constraints in the teaching of written composition, (3) English in an integrated curriculum, (4) assessing the effects of a writing project, (5) evaluating writing achievement, (6) English testing, (7) motivational effects of different schemes for assessing student writing, (8) language learning, (9) patterns of child control of the writing process, (10) reading materials selection, and (11) research in English education. An appendix listing conference delegates concludes the proceedings. (HTH)

ED 233 530 EC 160 053

O'Connell-Mason, Christine Y.; Stilwell, Barbara
Adaptive versus Appropriate Behavior: Informal and Formal Assessment and Implications for Instruction.
PUB DATE- 24 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adaptive Behavior (of Disabled); Behavior Patterns; Elementary Education; Generalization; *Interpersonal Competence; Preschool Education; *Severe Disabilities

Interactional behaviors for 15 moderately and severely handicapped elementary and preschool students were observed for approximately 1 month across a variety of settings. Behaviors were classified along a continuum of adaptive behaviors, and their proposed "degree of adaptation" was compared to commonly used definitions of adaptive behavior and scales such as the American Association of Mental Deficiency Adaptive Behavior Scales. Results suggested that constructs such as social competence and social skill may be more closely related to preferred long term goals for these students and that shaping procedures may need to be undertaken to assist with generalization of behaviors to social situations. Results further suggested that level of adaptive behavior may be related to situational content as well as setting requirements and reinforcement. (Author/CL)

ED 233 547 EC 160 075

Nehring, Wendy Marie
A Comparison of Toy Selection and Play Behavior between Preschool Children with Down's Syndrome and Preschool Children with No Mental Retardation.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Patterns; *Downs Syndrome; *Play; *Preschool Education; *Toys

Differences in toy selection and play behavior of five preschoolers with Down's Syndrome and nonretarded preschoolers matched for mental and chronological age were examined. Toy selection was determined by length of time and frequency with which the child played with 12 toys in two 15-minute sessions. Analysis of play behavior considered child and toy characteristics and aspects of the play situation. Parent questionnaires were also completed. Average amounts of time played among the Down's and the two nonretarded groups revealed that Down's Syndrome Ss played with toys significantly longer than the other groups. Groups did not differ on other play behavior or toy selection. Parents were fairly accurate in predicting their child's toy preferences. Findings differed from previous research that suggested that children with mental retardation play less than nonretarded children. (CL)

ED 233 127 CE 031 509

Directory of Adult Education Periodicals. Sixth Revised Edition = Repertoire des Periodiques sur l'Education des Adultes. Sixieme Edition Revisee = Repertorio de Periodicos sobre Educacion de Adultos. Sexta Edicion Revisada.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Literacy, Adult Education and Rural Development.

REPORT NO.- ED.79/WS/144
PUB DATE- Dec 79
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Adult Education; *Adult Programs; Adult Vocational Education; Agricultural Education; Conference Papers; Conference Proceedings; Continuing Education; *Correspondence Study; Disabilities; Educational Research; English (Second Language); *Evening Programs; Labor Education; Literacy; *Literacy Education; Nonformal Education; *Periodicals
IDENTIFIERS- Africa; Asia; Caribbean; Europe; Latin America; North America; Pacific Region

This directory lists approximately 175 adult education periodicals published in Africa, Arab states, Asia and the Pacific, Europe, North America, Latin America and the Caribbean, and other international areas. Within each category, periodicals are further divided into the individual countries in which they are published. Each entry may provide some or all of the following information: title, publisher and address, editor(s), language(s), frequency, types of contents, subjects covered, cost, indexes, and complementary services. A title index is provided, and an appendix lists other reference material. (YLB)

ED 233 141 CE 036 554

Guide for Implementing Competency-Based Education in Vocational Programs.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

PUB DATE- Jul 82

GRANT- VA-80-C-131-AD-001

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Adult Education; Behavioral Objectives; Competence; *Competency Based Education; Educational Resources; Guidelines; Instructional Materials; Postsecondary Education; *Program Implementation; Secondary Education; *State Curriculum Guides; Student Evaluation; *Teaching Methods; Test Construction; Testing; *Vocational Education

IDENTIFIERS- *Virginia

This guide was prepared to assist vocational teachers in developing and implementing competency-based education in their classrooms and laboratories throughout secondary vocational and adult programs in Virginia. The guide may also (1) provide general and specific information on competency-based education (CBE); (2) serve as a resource for inservice workshops; (3) serve as a resource manual for preservice and inservice teacher education courses; (4) provide specific information on CBE materials, formats, and resources used in vocational and adult programs; and (5) serve as a guide for developing and revising vocational programs to meet Virginia CBE standards. The guide is divided into six major sections. The first section provides general information concerning CBE principles, characteristics, and requirements for vocational programs. The next four sections parallel Virginia CBE standards and provide specific information, sample materials, and 10 suggested steps for implementing CBE. Topics covered include identifying competencies and developing objectives, individualizing, using instructional methods, selecting instructional materials, measuring learning, developing tests, testing procedures, and managing competency records. The final section of the guide includes information on instructional resources and materials available for implementing CBE. Sample materials and a bibliography complete the document. (KC)

ED 233 205 CE 036 695

The Chainstitch Machine. Module 18.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Check Lists; Clothing; Clothing Instruction; Learning Activities; Learning Modules; Needle Trades; *Occupational Home Economics; Postsecondary Education; Secondary Education; *Sewing Instruction; *Sewing Machine Operators; Student Evaluation
IDENTIFIERS- *Sewing Machines

This module on the chainstitch machine, one in a series dealing with industrial sewing machines, their attachments, and operation, covers one topic: performing special operations on the chainstitch machine. These components are provided: an introduction, directions, an objective, learning activities, student information, a student self-check, and a check-out activity. An instructor's final checklist for evaluating the student's performance is attached. (YLB)

ED 233 265 CG 016 843

Working with the Pregnant Teenager: A Guide for Nutrition Educators. Program Aid Number 1303.

Food and Nutrition Service (DOA), Washington, D.C.; March of Dimes Birth Defects Foundation, Washington, D.C.; Public Health Service (DHHS), Rockville, Md.

PUB DATE- Oct 81

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Adolescents; Drug Use; Early Parenthood; *Eating Habits; Females; Lesson Plans; Nutrition; *Nutrition Instruction; Obstetrics; Physical Development; *Pregnancy; *Prenatal Influences; Secondary Education

This guide is designed primarily for nutritionists and other health providers who work with pregnant adolescents, aged 17 or younger. The guide lists psychosocial, educational, and health implications of early pregnancy, and discusses the nutritional risks and requirements of pregnant teenagers. The guide then identifies counseling and educational strategies that can be geared to the pregnant teens' specific nutritional needs and lifestyles; topics presented include establishing rapport, setting nutritional goals, dispelling myths about food and pregnancy, identifying nutritious snacks, and counseling teens who follow unusual or fad diets. The remainder of the guide contains four sample lesson plans that can be used flexibly in group or individual sessions by either health professionals or paraprofessionals. Topics are: (1) How a Baby Grows; (2) Nutrition for the Mother-To-Be; (3) Food Choices; and (4) Drugs, Tobacco, and Alcohol During Pregnancy. The format for the lessons includes statement of target group (stage of pregnancy), objectives, materials needed, learning activities, and suggested evaluation activities. Optional activities are presented for some lessons. An appendix deals with the effects of specific drugs, alcohol, tobacco, and caffeine on the fetus. (WAS)

ED 233 375 CS 207 792

Puma, Vincent; And Others
Cognitive Approaches to Writing: An Introductory Annotated Bibliography.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Cognitive Processes; Psychology; Research Methodology; *Writing (Composition); Writing Instruction; *Writing Processes; *Writing Research
IDENTIFIERS- *Cognitive Psychology

The annotated titles in this bibliography are intended to introduce the novice to current or significant work on the application of cognitive psychology methodologies to the writing process. The bibliography is arranged in four sections: (1) an overview of the topic that includes anthologies, essays and papers; (2) relevant publications of Linda Flower and John Hayes, the specialists in the area to date; (3) a representative sample of applications, models, and continuing research; and (4) evaluative articles on the approach in general. (HTH)

ED 233 438 EA 015 860

Reed, Donald B.; Paznokas, Mary A.
Teacher Transfer and Job Satisfaction: An Exploratory Field Study.
PUB DATE- Apr 83

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; Elementary Secondary Education; Interviews; *Job Satisfaction; School Administration; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Morale; *Teacher Response; *Teacher Transfer; *Teaching Experience; Transfer Policy

To explore the previously neglected relationship between teacher transfer and job satisfaction, the authors of this case study divided 12 teachers from a single school district into 2 groups. Group one, consisting of eight teachers recently selected for transfer, was subsequently interviewed four times over the course of the first year after transfer. Group two, made up of four teachers transferred 1 to 4 years prior to the study, was interviewed only once. Using descriptive words and phrases from the teacher interviews, the authors compiled graphs to determine various levels and contributing factors of job satisfaction. Correlations of the two principal factors determining job satisfaction--teacher response to transfer (willing or unwilling) and prior experience in the subject area to be taught--reveal that, in general, a teacher's job satisfaction will rise following a transfer, though lack of prior experience in a new subject area may initially result in a low level of satisfaction. After offering a list of eight hypotheses relating response to experience, the authors conclude with a recommendation that further research replicate the study with a larger sample over a longer period of time. (JBM)

ED 233 453 EA 015 875

Berger, Michael A.
Stages in Decline: How an Educational Organization Scales Down.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
GRANT- NIE-G-80-0170
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; *Conflict Resolution; Declining Enrollment; Educational Planning; Elementary Secondary Education; Hypothesis Testing; *Organizational Development; *Policy Formation; Questionnaires; *Retrenchment; *Revolution; *School Districts; Statistical Analysis; Trend Analysis

As studies of organizational development have focused increasingly in recent years on stages of decline and death, theories of revolutionary adaptation have gained currency. The theory of organizational retrenchment developed in this paper is divided into five chronological stages: (1) preresponse, (2) emerging awareness and buying time, (3) alarm and relatively safe responses, (4) crisis and confrontation, and (5) postcrisis equilibrium. Hypotheses developed from these five stages were tested through case studies of declining enrollment in 53 school districts over a 10-year period. A questionnaire/checklist and followup interview examined 15 variables divided into 3 categories: organizational structure, including such variables as pupil-teacher ratio and per-pupil expenditures; pattern of relationship, including board-superintendent conflict and superintendent succession; and strategic responses, such as hiring freezes and school closings. Results of five statistical tests of collected data reveal (1) relatively abrupt change over the phase of decline, (2) a rigidifying tendency in organizational structure and the pattern of relationships, (3) relatively late utilization of strategic responses to declining enrollment, and (4) a tendency toward revolutionary adaptation to decline. Such findings indicate that educational organizations should anticipate that each new threat will bring an initial period of relative rigidity, followed by a period of revolutionary change. (JBM)

ED 233 157 CE 036 616

Struck, John
Support Services. Module Number 15. Work Experience Program Modules. Coordination Techniques Series.
Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.; Northern Iowa Univ., Cedar Falls. Dept. of Business Education and Administrative Management.

SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Cooperative Education; Disabilities; Educational Legislation; Education Work Relationship; Federal Legislation; *Financial Services; Guidelines; *Job Placement; Learning Activities; Pretests Posttests; Secondary Education; State Agencies; Student Employment; *Teacher Education; Transitional Programs; *Vocational Adjustment; Vocational Education; *Vocational Evaluation; *Work Experience Programs
IDENTIFIERS- *Iowa; Public Law 94 142; Rehabilitation Act 1973 (Section 504); Vocational Education Act 1963

This self-instructional module, the fifteenth in a series of 16 on techniques for coordinating work experience programs, deals with support services. Addressed in the module are the importance of various support services for work experience programs; financial, placement, work adjustment, evaluation, and transition support services that are available for use by Iowa work experience program teacher-coordinators; and the utilization of support services within work experience programs. The module contains a series of pretests, learning activities, and self-checks; a posttest; answers to the pretests and posttest; and a list of additional resources. Appended to the module is a comparison of federal laws concerning vocational education for handicapped persons. (MN)

ED 233 186 CE 036 674

Clothing and Textile Student Modules.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Check Lists; Clothing; *Clothing Instruction; Competency Based Education; *Home Economics; Learning Activities; Learning Modules; Secondary Education; Self Evaluation (Individuals); *Sewing Instruction; Tests; *Textiles Instruction

Forty-seven performance-based instructional modules on six major topics are provided for the home economics content area of clothing and textiles. The six topics are (1) planning basics (psychological, physical, social, and behavioral aspects of clothing; elements of design; principles of design; and style and fashion in clothing), (2) buyership and clothing care (buyership, clothing labeling, clothing care, and maintaining accessories), (3) preparation for sewing (stitching by hand; machine operation; stitching by machine; selection of commercial patterns, fabric, and notions; use of a commercial pattern; and fitting a garment), (4) construction (unit construction; making darts; making tucks and pleats; seams; seam finishes; pockets; lapped zippers; centered/separated/invisible zippers; facings and interfacings; waistbands and casings; fasteners; buttonholes and buttons; collar application; ruffles and trim; inserting sleeves; sleeve packet and cuffs; linings, underlinings, interlinings; and hemming), (5) repair/alterations (mending, repairing fasteners, decorating clothing, fitting alterations, hemming alterations, seam alterations, sleeve alterations, facing alterations, and dart alterations), and (6) supplemental modules (making a skirt, making slacks, making a blouse/shirt, making a dress, making a jumpsuit, and making a jacket/coat). Each module consists of an introduction, a performance objective, learning activities, a student self-check and answer key, and an evaluator's final checklist. (MN)

ED 233 220 CE 036 757

Frasier, James E.; Stanton, William
The Vocational-Technical Resource Consortia Serving Business and Industry in Ohio. Digest of Study: Operational Procedures for Successful Vocational-Technical Resource Consortia in Serving Business and Industry in Ohio.
Ohio State Advisory Council for Vocational Education, Columbus.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Advisory Committees; Citizen Participation; Community Cooperation; Community Development; Community Planning; *Consortia; Cooperative Planning; Economic Development; Educational Cooperation; Educational Needs; *Guidelines; Institutional Cooperation; Job Training; Marketing; Models; Organizational Communication; Postsecondary Education; Productivity; Program Administration; *Program Development; *Program Implementation; Program Proposals; Proposal Writing; Secondary Education; Shared Services; Statewide Planning; *Vocational Education
IDENTIFIERS- *Ohio

This publication reports the development of the vocational-technical resource consortia in Ohio and identifies the operational procedures associated with successful programs. Five exemplary consortia were studied in some depth; however, data were obtained from all of the 23 consortia in the state. The research indicates that the consortium is an excellent method for coordinating local and state vocational education resources with community organizations, such as the Chamber of Commerce and state agencies including the Ohio Department of Development. This coordination assists new and expanding business and industry in solving their training problems. Operational procedures have been recommended concerning organization and administration; marketing and communication strategies; and proposal development training, approval, and management. (KC)

ED 233 234 CE 800 001

Hunsaker, Alan
Career Development Course: Instructor's Handbook and Curriculum Guide.
Aztlan Community Services, Inc., Ontario, CA.
PUB DATE- Sep 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adolescents; *Career Development; Curriculum Guides; Dropout Programs; Employment Interviews; Employment Services; *Job Application; *Job Search Methods; Low Income Groups; Secondary Education; Teaching Guides; Unemployment
IDENTIFIERS- PF Project; Resumes

A ten-week course in career development for unemployed, low-income, dropout-prone teenagers is described. Topics covered include job applications, resumes, interviewing, ancillary needs (e.g., driver's licenses and social security numbers), the want ads, and employment agencies. Goals, objectives, and discussion items are provided for each topic. The design of the course involves pre-testing, post-testing, and goal-achievement contracts. A lengthy appendix contains materials required for the course such as employment forms, a resume, job interview questions, and test instruments. (DC)

Hayden, Richard J.
The Right to Privacy for Juveniles: A Review for School Counselors.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Adolescents; Children; Civil Rights; *Confidentiality; Constitutional Law; Counselor Client Relationship; *Counselor Role; Elementary Secondary Education; *Laws; Parent School Relationship; *Privacy; *School Counseling; School Counselors; State Legislation; State of the Art Reviews; *Student Rights; Student School Relationship

This paper, addressed to school counselors, provides background information concerning the rights of privacy for juveniles. A brief introduction notes the recent changes in juvenile rights and the expansion of the school counselor role and responsibility. The first section presents a general statement of the right of privacy primarily through English common law, American case law and the Warren and Brandeis Right to Privacy article (1890), which still acts as a catalyst in contemporary case law and legislation. The second section reviews the four categories of right of privacy as defined by Prosser in 1960: Appropriation - of a person's name or likeness for the defendent's benefit and advantage; Intrusion - on the plaintiff's solitude by intentionally and purposely prying; Public Disclosure - of private facts; and False Light - publicity which creates false light in the public eye. The third section discusses the extension of the right of privacy to juveniles as clients of school counselors; summaries of case law concerning the First, Fifth, Ninth, Fourteenth, and Twenty-Sixth Amendments are included. The fourth section provides general application of confidential and priveleged communications by school counselors resulting from the right of privacy of student, parent, and school staff clients. The appendixes provide a list of states with school counselor privileged communication, along with brief summaries of the laws in those states; a table of the legal cases cited; and a list of the references cited. (WAS)

ED 233 344 CS 207 603

Alexander, John; Swartz, Fred

The Dynamics of Computer-Assisted Writing Sample Measurement at Ferris State College.

PUB DATE- Oct 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Academic Achievement; College Freshmen; *Computer Assisted Testing; Criterion Referenced Tests; Higher Education; *Measurement Techniques; *Student Placement; Test Construction; *Testing Problems; Test Reviews; *Writing (Composition); *Writing Evaluation; Writing Skills

IDENTIFIERS- *Computer Assisted Placement; Computer Managed Information

Concerned with the failure of multiple choice tests to measure composition--as opposed to grammar and usage--skills, college researchers studied the value of using writing samples to place students in composition classes. Evaluating the writing samples of 300 incoming freshmen, they did not find a high correlation between sample scores and subsequent achievement in courses. Believing that the lack of correlation possibly signaled evaluators' difficulties in maintaining a consistent performance, researchers replaced the more holistic marking of samples with grading based on an analytic, criterion referenced model. To further minimize problems inherent in large-scale writing assessment, they instituted a computer-assisted monitoring system that checked evaluators for agreement, adjusted student scores when divergence occurred in raters' responses, and provided placement recommendations based on the correlation of analytic raw scores and national test scores. Tracking 1,300 tested students as they moved through the freshman program, researchers found that the system minimized the chance for student misplacement, but, as all but 7% of the 565 students entering the basic composition course would have been placed there on the basis of their ACT or SAT score alone, they could not, as yet, give full endorsement to the system. (MM)

ED 233 360 CS 207 748

Parsons, Patrick R.

The Auxiliary Medium and the Courts: Judicial Consideration of Cable TV and the First Amendment.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cable Television; Content Analysis; *Court Litigation; Decision Making; *Federal Regulation; *Freedom of Speech; *Government Role; *Television Research
IDENTIFIERS- *First Amendment

A review of federal court decisions in the area of cable television and First Amendment rights reveals an early, unified perception of cable's First Amendment status that has given way in the past decade to fragmented and often contradictory positions among lower level courts. This makes the problem before the courts today one of choosing from, or reconciling, the conflicting models that have been applied in different jurisdictions and contexts. Specifically, such a review suggests that judicial decision making has been guided by definitions of cable television that have moved through historically defined paradigms. In its early period, for example, cable was seen as an auxiliary service, a retransmission device without standing as a First Amendment speaker. This model dissolved, however, with changing technology and changing popular opinion as to the nature and social role of the medium in the 1970s. The 1981 decision in "Community Communications v. Boulder" appears to be a "state of the art" exposition of the First Amendment status and problems of cable delivered expression. It seems to accept that cable is a medium and a speaker for First Amendment purposes. However, the courts remain confused about whether there exists a sound rationale for government regulation of cable speech, what form that rationale might take if it does not exist, and the nature and extent of permissable controls given a particular rationale. (FL)

ED 233 407 CS 504 311

Steele, Cam Monroe; Reinsch, N. L., Jr.

Measuring Telephone Apprehension.

PUB DATE- 30 May 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Adults; *Attitude Measures; *Communication Apprehension; *Communication Research; Higher Education; *Research Methodology; *Telephone Communications Systems; *Test Construction; Test Format; Test Reliability; Test Validity

IDENTIFIERS- *Telephone Apprehension

An instrument for measuring telephone apprehension was developed to facilitate research into hypothesized relationships between communication apprehension and telephone apprehension. A set of 92 Likert-type items was adapted from previous communication apprehension scales and administered to 81 undergraduate students in a speech communication class. The items were evaluated for reliability and 62 were eliminated. The remaining 30 items were refined and administered to 371 speech communication students. Numerical values of responses to some items were reversed so that in every case larger numbers indicated higher apprehension, and a composite score was calculated for each of 333 individuals returning data. Correlations between the composite and individual scales were examined, and the items with the lowest correlations were systematically discarded until only 20 items remained. Composite scores ranged from 20 to 83 with a mean of 40.86. Forty-one students scored more than one standard deviation unit above the mean. Twenty-five scored above 60, the midpoint of potential scores. A factor analysis was performed to further verify the unidimensional nature of the scale. The results indicated that the 20 items constituted a reliable and unidimensional scale that could be used to assess telephone apprehension. (The 20-item scale is included.)

ED 233 423 CS 504 360

Rahim, Syed A.; And Others

Planning Methods, Models, and Organization: A Review Study for Communication Policy Making and Planning.

Hawaii Univ., Honolulu. East-West Center.

SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE- Sep 78

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Books (010)

DESCRIPTIONS- *Communication Research; Communications; *Developing Nations; Economic Development; Economics; Futures (of Society); Mass Media; Models; *Policy Formation; Regional Planning; Research Methodology; Urban Planning

IDENTIFIERS- *National Planning

Intended for researchers, policy makers, and planners, the studies in this volume examine issues in communication policy and planning in developing nations. The five studies discuss the following: (1) the organizational and methodological aspects of communication planning, including structure and organization, methods and models; (2) the economics of communication, including the limitations of economic theory and inhibiting influences and innovations; (3) long-range communication policy and planning, including futures research and Delphi technique in policy and planning; (4) lessons for communication planning in urban and regional planning methodology, including the planning process as it applies to communication planning; and (5) lessons for communication planning in educational planning, including educational planning models and indicators of effectiveness. (HTH)

ED 233 483 EA 016 048

Robinson, Glen E.
Paying Teachers for Performance and Productivity: Learning from Experience.
Educational Research Service, Arlington, Va.
PUB DATE- May 83
AVAILABLE FROM- Publications, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 226-00001; $6.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Administrative Problems; Elementary Secondary Education; *Evaluation Methods; Formative Evaluation; *Merit Pay; *Productivity; Program Effectiveness; Program Improvement; Reliability; Student Attitudes; *Teacher Evaluation

This presentation examines the history of merit pay and analyzes studies and research on merit pay to discover directions for developing effective procedures. Reasons for failure of merit pay plans include administrative problems, personnel problems, collective bargaining, financial problems, unsatisfactory evaluation, staff dissension, insufficient financial incentive, and lack of teacher support. Successful merit pay plans are identified as including effective evaluation procedures, administrative workability, board and management commitment, staff involvement, financial support, and the promotion of increased learning. The author points out that the approaches with the best chance of success are based on educational productivity and are objectively measurable and visibly fair. The report concludes that merit pay plans are no cure for the ills for which they are often proposed: as a substitute for adequate salary scale, as financial penalty for incompetent teachers, and as substitutes for effective and adequately staffed evaluation programs for teacher improvement. In summary the author states that successful plans must include a sound evaluation structure based on superior performance, must be adequately financed, and must be open to all who qualify. (MD)

ED 233 499 EA 016 067

DeAnda, Natividad; Downey, Martha Benson
Women & Minorities' Leadership Program in Educational R&D. Final Report, December 1, 1981 to November 30, 1982.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
GRANT- 400-81-0103
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Administrator Characteristics; Case Studies; Educational Development; Educational Research; Employed Women; *Internship Programs; *Leadership Training; *Management Development; Mentors; Minority Groups; On the Job Training; Program Effectiveness; *Summative Evaluation
IDENTIFIERS- Far West Laboratory for Educational R and D CA

This final report of an internship program for developing management capabilities among women and minorities in the field of educational research and development describes the program and the characteristics of participating interns. Twelve of the 15 interns achieved management level jobs after the program, an 80 percent success rate, while the remaining 3 achieved management level potential. Four interns are identified as able to succeed without the program, and the remaining 11 were assisted by 6 factors: the provision of a mentor; opportunities to increase professional visibility; peer learning; the use of consultants; chances to demonstrate ability; and training through conferences and seminars. Short case studies of all the interns are included. Cited as the most important aspect of the program is the opportunity to learn by doing with the support of mentors and consultants. Interns minimally in need of the program required only opportunities to demonstrate their competence and models for achieving, while those without management experience benefited from the guidance of a mentor; learning opportunities, and strategies for improving their visibility. The report concludes that the major factor in the program's success was selection of interns willing to be assertive, ambitious, and challenge-seeking. (MJL)

ED 233 514 EC 160 035

Bogatz, Boris E., Ed.
Preservice Education and Leadership Training.
Gallaudet Coll., Washington, D.C.
PUB DATE- 83
AVAILABLE FROM- Gallaudet College Press, Directions, Box 5664, Washington, DC 20016 ($10.00 year, $4.00 single copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administration; *Deafness; Exceptional Child Research; *Leadership Training; Multiple Disabilities; *Preservice Teacher Education; Theories

The journal includes 12 papers on the topic of preservice education and leadership training in deaf education. Articles focus on aspects of administration and supervision, application of theory to practice, and research perspectives. The following articles are included: "An Interview with Dr. Herman Goldberg, Executive Director of the Office of Special Education and Rehabilitative Services" (B. Bogatz); "A Situational Behavioral Model for Analyzing and Improving Administrative Effectiveness in Programs and Schools for the Deaf" (T. Landers); "Conflict: Cure or Curse?" (W. Marshall and M. Hanson); "Increasing the Professional Effectiveness of Instructional Supervisors in Deaf Education" (F. Duffy); "Preparing Professionals in Special Education Administration at Gallaudet College" (W. Marshall and E. Skinski); "Training the Hearing-Impaired Student Teacher for the 'Hearing Classroom': Problems and Solutions" (D. Martin); "Preparing Teachers of Multihandicapped Hearing Impaired Students" (T. Jones and E. Holzhauer); "The Counseling Laboratory: A Training, Service, and Research Model" (M. Danek and F. White);

"Toward Greater Effectiveness in Deaf Education--An Applied Science View" (M. Futrell); "An Investigation of the Criterion-Related Validity of the SAT-HI Reading Comprehension Subtest for Deaf Students" (C. LaSasso and B. Davey); "Q-Sort Methodology--A Technique for Identifying Competencies Needed by Teachers of the Hearing Impaired" (M. Sass); and "The Family Environment and the Self-Esteem of the Deaf Child" (S. Guterman). (CL)

ED 233 531 EC 160 054

Kallio, V.

Medical and Social Problems of the Disabled. A Report Based on the Technical Discussions of the Regional Committee for Europe (31st Session). EURO Reports and Studies 73.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

REPORT NO.- ISBN-92-890-1239-0

PUB DATE- 82

AVAILABLE FROM- WHO Publications Centre USA, 49 Sheridan Ave., Albany, NY 12210.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Adults; Children; Delivery Systems; *Disabilities; Equipment; *Foreign Countries; Medical Services; Older Adults; *Prevention; *Rehabilitation; *Social Influences

The booklet reports on needs of disabled persons and discusses European rehabilitation programs in light of the emphasis on the International Year of Disabled Persons (IYDP). An introductory section reviews concepts and definitions of disability, prevention, and rehabilitation. A section on medical and social problems reviews population data and the impact of the community in relation to children, adults, and older adults. Also considered in this section are three levels of prevention, special needs for rehabilitation for the different age groups, and information on availability of aids and equipment. Specific problems related to disability and rehabilitation in the European region are considered, including varying organization of health services. Recommendations from two United Nations meetings during IYDP are summarized, including the need for increased attention to prevention and to dealing with the special needs of the elderly. (CL)

ED 233 128 CE 034 361

Brailsford, Amelia T.
A Field Test of Industrial Sewing Curriculum Materials. Student Achievement.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Field Tests; *Instructional Materials; *Learning Modules; Needle Trades; Occupational Home Economics; *Outcomes of Education; Pretests Posttests; Programed Instructional Materials; Program Effectiveness; Secondary Education; *Sewing Instruction; Sewing Machine Operators
IDENTIFIERS- *South Carolina

The South Carolina Office of Vocational Education directed the development of a set of curriculum materials for industrial sewing courses as a resource tool for South Carolina teachers. The materials consist of 20 individualized self-instructional modules, a glossary of terms, and a teacher guide. During the 1981-82 school year, the Research Coordinating Unit in conjunction with the Curriculum Development Section conducted a field test study to determine the accuracy and usefulness of the materials. During the field test, a control group design was used in which student achievement in 11 implementing classrooms (experimental group) was compared to student achievement in 11 classes that did not use the materials (control group). At the start of each semester, before instruction began, a pretest covering content that was to be taught was administered, and a posttest was administered at the end of each semester. Analysis of the data gathered by means of pre- and postachievement tests provides strong evidence that the materials are effective in promoting student learning. In spite of an initial disadvantage with respect to entry knowledge, the experimental group obtained higher posttest mean scores, and in most cases the differences between the mean scores in the two groups were significant. It was recommended that particular attention be paid to suggested revisions in those modules for which the posttest scores were not significantly higher in favor of the experimental group. Even without revisions, however, the data indicate that students taught through the modules do achieve higher scores following instruction; therefore, distribution of these materials should provide a useful resource for teachers of industrial sewing in the state. (KC)

ED 233 251 CG 016 828

Herrmann, Thom
Effective Tutoring in a PSI Course. Person vs. Computer.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- College Students; Comparative Analysis; *Computer Assisted Instruction; Higher Education; *Individual Instruction; Programed Instructional Materials; *Programed Tutoring; *Program Effectiveness; Student Characteristics; Study Habits; *Tutorial Programs; *Tutoring

The use of student proctors or tutors for a Personalized System of Instruction (PSI) has been considered essential; however, the cost of tutorial training programs may be prohibitive. In an attempt to develop an equivalent but less expensive alternative, students (N=219) participated in an evaluation of the use of a VAX computer system as a proctor/tutor in a PSI section of introductory psychology. Half of the students received tutoring from experienced human tutors and the remaining half via an interactive video display from the VAX system. All feedback was limited to the concept and its location within the course's written material which the tutor identified as not having been mastered by the student. Performance on a final exam demonstrated the superiority of PSI over traditional methods but failed to differentiate between tutorial methods. Analysis of detailed questionnaires which covered students' study habits, course organization abilities, and course format preferences revealed that students preferred the PSI method and tutorial method which they experienced compared to other methods available. Further, the questionnaire identified a profile of those students who gravitated toward either the human or computer tutors. Overall, the computer proved to be acceptable as an effective tutor for most of the student population. The format evaluation questionnaire and the pattern of responses are appended. (Author/WAS)

ED 233 311 CS 007 239

Ferris, Frank
Evaluation of the Content Area Learning/Reading Project at the Cosgrove Junior High School.
PUB DATE- 1 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; Attitude Measures; *Content Area Reading; Evaluation Methods; Inservice Teacher Education; Integrated Activities; Junior High Schools; Program Content; *Program Costs; Program Descriptions; Program Development; *Program Effectiveness; Reading Instruction; *Reading Programs; *Reading Research; Student Attitudes; Teacher Attitudes

The Content Area Learning/Reading Project at the Cosgrove Junior High School in Spencerport, New York, was initiated in the fall of 1979. The goals of the project were to foster effective instruction in all classrooms and to promote instruction based on sound principles and practices as indicated by research and by review of successful content area reading programs elsewhere. This report contains the findings of an evaluation of that project, which was undertaken to determine whether the project had successfully met the requirements of effectiveness, cost efficiency, and transferability, and whether it had verifiable evidence to support its claims of success. Various sections of the report provide (1) background information; (2) a project description; (3) procedures used in planning, implementing, and evaluating the project; and (4) the evaluation results, including assessments of the effectiveness of the teacher training program and project implementation, teacher and student attitudes, student achievement, and cost effectiveness. The report concludes that the project had met its goals in a cost effective manner. Among the appended materials are a sample teacher planning book, a class observation form, survey instruments, and survey results in a tabular form. (FL)

ED 233 328 CS 007 274

Strong, Mary Winifred; Traynelis-Yurek, Elaine
Behavioral Reinforcement within a Perceptual-Conditioning Program of Oral Reading.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Education; Individualized Reading; *Motivation Techniques; *Oral Reading; *Reading Difficulties; *Reading Improvement; Reading Instruction; *Reading Rate; Reading Research; *Reading Skills; Reinforcement; Tutorial Programs
IDENTIFIERS- *Neurological Impress Method; Patterning (Neurology)

Studied for its effects on the reading fluency of elementary school students, R. C. Heckleman's Neurological Impress Method has proved an inexpensive but effective method for motivating low achievement readers. Twenty-six subjects from grades 2 to 6 practiced reading in unison with a tutor during four 15-minute sessions a week. During the sessions with this experimental group, the tutor emphasized reading at a normal rate rather than comprehending the text. Once a week the students received a reward session with games, art activities, and recess time for accumulating four "attentive" points. Results from the Slosson Oral Reading Test (SORT), administered as a pretest and again after 5 months of the program to the experimental subjects and to 26 subjects from grades 2 to 6 in the control schools, revealed no significant difference between oral reading gains in the two groups, but when a t-test was applied to the experimental subjects' SORT scores, the findings were significant. Furthermore, tutors expressed strong approval of the program and classroom teachers noted a more confident, positive attitude toward reading among subjects. A student attitude survey showed that after the program 83.3% of the experimental subjects felt they read better and 100% said they enjoyed reading more. Records of individual progress indicated that by the end of the program students read more pages per session with more word fluency and confidence. (MM)

ED 233 391 CS 207 808

Piper, Kevin
Curriculum Style and English Language: An Investigation into Current Practices in the Teaching of English Language in Australian Schools. ACER Research Monograph No. 19.
Australian Council for Educational Research, Hawthorn.
REPORT NO.- ISBN-0-85563-251-8
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; *Curriculum Design; *Curriculum Research; Educational Research; English; *English Curriculum; *English Instruction; Foreign Countries; Secondary Education; Teaching Methods
IDENTIFIERS- *Australia

Intended for English teachers and administrators involved in curriculum design, this monograph describes the Language Learning Project, an investigation into current school practices in the teaching of English language in the Australian junior secondary school, with particular reference to teaching directed toward the attainment of language competence. Following an introduction to the project, the report is presented in two parts. The first part uses the data from the case study schools to provide an overview of current curriculum practices in the teaching of English language in the junior secondary school. The second part examines the applicability of the concept of curriculum style to English language instruction, and develops a typology of curriculum style based on current practices in the case study schools. The teacher and student instruments used in the study are appended. (HTH)

ED 233 439 EA 015 861

Vandenberghe, Roland

Studying Change in Primary and Secondary Schools in Belgium and the Netherlands.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Change Agents; *Educational Change; Educational Improvement; *Educational Innovation; Elementary Secondary Education; Foreign Countries; Questionnaires; Tables (Data); *Teacher Attitudes; Teachers

IDENTIFIERS- Belgium; Netherlands

In the context of large-scale primary and secondary school innovation projects in Belgium and the Netherlands, this paper examines the adaptation and construction of a version of the SoC-Questionnaire (SoC-Q) for Teachers. The SoC-Q was adapted from the Concerns-Based Adoption Model designed to identify teachers' concerns about an innovation. The paper also presents findings, discusses the use of questionnaires in large-scale projects, and describes ongoing research. Factor analysis of the questionnaire provides several subscales: awareness, personal/informational, consequences for pupils, management, collaboration, and refocusing based on experiences with pupils. These subscales provide a basis for comparing the findings of the original and adapted SoC-Q's. Teacher profiles derived from this questionnaire illustrate how these data are used within the framework of large-scale projects and allow the formulation of some general conclusions concerning innovation implementation. The study assumes such projects are influenced by five characteristics: the innovation itself, innovation policy, school organization, interventions/strategies, and teachers. These characteristics are used to develop semistructured interviews analyzed in conjunction with SoC-Q's. Five tables focus on the SoC-Q. Nine figures provide data on the development of teachers' concerns during innovations and implementation factors. Three appendixes provide an overview of the subscales, followup data, and an analysis of a first interview. (PB)

ED 233 469 EA 016 031

School Improvement. Keys to School Boardsmanship. A Program of Continuing Education for School Board Members.

Montana School Boards Association, Helena.; National School Boards Association, Washington, D.C.; Northwest Regional Educational Lab., Portland, Oreg.; Washington State School Directors Association, Olympia.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 82

CONTRACT- 400-80-0105

AVAILABLE FROM- Publications, National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, DC 20007.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Non-Print Media (100)

DESCRIPTIONS- *Board of Education Role; Collective Bargaining; *Educational Administration; Educational Objectives; Educational Policy; Instructional Design; *Instructional Improvement; School Effectiveness; Standards; *Workshops

IDENTIFIERS- *Board of Education Members; Clover Park School District WA

The materials in this manual are designed to help workshop leaders prepare for and present a workshop for school board members on identifying and practicing policies that effectively foster improved instruction. In confirming school boards' commitment to school improvement, this workshop also points out the boards' roles in governance, the relevant research on school effectiveness, the importance of formulating and implementing instructional goals, and the relationship between collective bargaining and school boards' advocacy for excellence. The manual consists of six sections: an introduction; three sections on planning, presentation, and evaluation; a selection of resource materials; and a booklet for workshop participants. The presentation section includes sequential descriptions of workshop activities, leader focuses for each activity, and instructions for conducting those activities. The evaluation section advises participants on what aspects of the workshop to evaluate and provides an evaluation form. The resource materials provided include: selections from a National School Boards Association report on instructional improvement; excerpts from Washington State statutes regarding school board responsibility for instruction; a report presenting the instructional goals of Clover Park School District (Tacoma, WA); a paper on the characteristics of school effectiveness; and masters from which transparencies for projection at workshops can be reproduced. (JW)

ED 233 548 EC 160 076

Libb, J. Wesley; Edwards, Gary

Respite Care Which Meets Community Needs.

SPONS. AGENCY- Alabama State Dept. of Mental Health, Montgomery.

PUB DATE- May 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTIONS- *Delivery Systems; *Developmental Disabilities; Models; Needs Assessment; Program Development; *Respite Care

Five models for respite care services for families of developmentally disabled persons were developed, including use of a sitter or in-home companion, week-end day care, and boarding and/or group homes. A needs survey of 11 counties in Alabama identified 300 eligible persons and included information on behavior patterns, diagnosis, range and severity of disability (large numbers manifested severe physical or behavioral problems), preferences for types of services (out-of-home care was favored), cost figures, and client satisfaction. Findings suggested that the population was at risk of institutionalization and that efforts to recruit qualified providers for respite care were largely successful, due to the existence of a pool of previously trained local talent. (CL)

ED 233 206 CE 036 696

Special Attachments. Module 19.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Check Lists; Clothing; Clothing Instruction; Learning Activities; Learning Modules; Needle Trades; *Occupational Home Economics; Postsecondary Education; Secondary Education; *Sewing Instruction; *Sewing Machine Operators; Student Evaluation
IDENTIFIERS- *Sewing Machines

This module on special attachments, one in a series dealing with industrial sewing machines, their attachments, and operation, covers four topics: gauges; cording attachment; zipper foot; and hemming, shirring, and binding. For each topic these components are provided: an introduction, directions, an objective, learning activities, student information, a student self-check, and a check-out activity. An instructor's final checklist for evaluating the student's performance is attached. (YLB)

ED 233 296 CS 006 149

Renaud, Aldeo
L'evaluation de la difficulte des manuels scolaires par le test de closure et une formule de lisibilite (Evaluation of French School Textbooks by Closure and a Readability Formula).
PUB DATE- Oct 80
LANGUAGE- French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cloze Procedure; Foreign Countries; *French; Grade 6; Intermediate Grades; *Readability Formulas; Reading Instruction; *Reading Research; Textbook Evaluation; *Textbooks
IDENTIFIERS- New Brunswick

A study was conducted to evaluate the level of difficulty of textbooks (French and Sciences) written in French for use with sixth grade students. A cloze test was administered to a sample of sixth grade students in two francophone districts in the province of New Brunswick, Canada, and the Henry readability formula was applied to the same texts. The results of the cloze test indicated that all the means of the class scores were lower than the criteria set, suggesting that the textbooks were too difficult for the students. The readability formula predicted that the texts would be too difficult. The results also indicated an equivalence between the cloze test and the readability formula. The findings suggest that school personnel can use these methods to evaluate the readability of French-language textbooks. (Author/FL)

ED 233 376 CS 207 793

Girard, Suzanne; Willing, Kathlene
The Primary Computer Dictionary.
REPORT NO.- ISBN-0-88954-293-7
PUB DATE- 83
AVAILABLE FROM- Highway Book Shop, Cobalt, Ontario, Canada P0J 1C0 ($6.95, Canadian funds, includes postage and handling; 20% discount for schools and institutions, and 40% discount for book stores).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- *Computer Literacy; *Computers; Definitions; Dictionaries; Primary Education; Resource Materials; *Vocabulary

Suitable for children from kindergarten to grade three, this dictionary is designed to introduce young children to computer terminology at a level that they will understand and find useful. It is also suitable for parents as a home resource, for library use, and as a handbook for teachers. The first sentence of each definition contains the kernel of meaning, followed by additional explanation. The illustrations--which include diagrams, a cartoon computer character, and practice keyboards--extend the definitions and involve readers. The dictionary contains definitions for 50 words which serve as a necessary base for working with computers. The vocabulary was drawn from six categories: general concepts, hardware, commands, programs, keys, and language. (HTH)

ED 233 142 CE 036 556

Virginia Curriculum Management Guide.
Virginia Commonwealth Univ., Richmond. School of Education.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administration; Competence; Competency Based Education; *Course Content; Course Descriptions; *Curriculum; *Distributive Education; High Schools; Human Relations; Job Search Methods; *Marketing; Mathematical Applications; Occupational Information; Salesmanship; State Curriculum Guides; Teaching Guides; Vocational Education
IDENTIFIERS- Virginia

This document is a competency-based curriculum guide for use in marketing/distributive education programs in Virginia high schools. Following a section on the Virginia standards for competency-based education, the guide provides descriptions for all courses in the Virginia curriculum in the marketing/distributive education program. For each course, a title, number, grade level, prerequisites, and a narrative description are provided. This section is followed by an outline of the instructional areas of the state's marketing/distributive education curriculum and a master task and duty list for all levels of the curriculum. The final section of the guide consists of a suggested teaching sequence for fundamentals of marketing. For each of three levels of the curriculum, the sequence contains a course outline sequenced with the number of suggested days assigned per topic, a calendar of instruction, suggested resources, and student competency record forms. (KC)

ED 233 158 CE 036 617

Shawhan, Carl; Morley, Ray

Affirmative Action. Module Number 16. Work Experience Program Modules. Coordination Techniques Series.

Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.; Northern Iowa Univ., Cedar Falls. Dept. of Business Education and Administrative Management.

SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Administrator Role; *Affirmative Action; Check Lists; Compliance (Legal); Cooperative Education; Definitions; *Disabilities; Educational Legislation; Employment Practices; Equal Opportunities (Jobs); *Federal Legislation; Guidelines; Labor Legislation; Secondary Education; Teacher Education; *Teacher Role; Vocational Education; *Work Experience Programs
IDENTIFIERS- *Reasonable Accommodation (Handicapped)

This self-instructional module, the last in a series of 16 on techniques for coordinating work experience programs, deals with affirmative action. Addressed in the module are the following topics: the nature of affirmative action legislation and regulations, the role of the teacher-coordinator as a resource person for affirmative action procedures, the meaning of the term "reasonable accommodation" and the four elements of accommodation, and common employer concerns about hiring handicapped persons. The module contains a series of pretests, learning activities, and self-checks; a posttest; answers to the pretests; and a list of additional resources. Appended to the module is a checklist that outlines an action plan to assist with affirmative action and compliance. (MN)

ED 233 172 CE 036 647

The Special Needs Learner: A Guide for Professionals in Employment-Related Training.

Indiana Univ., Bloomington. Vocational Education Services.
SPONS. AGENCY- Indiana State Board of Vocational and Technical Education, Indianapolis.
PUB DATE- 83
AVAILABLE FROM- Vocational Education Services, 840 State Road 46 Bypass, Room 111, Indiana University, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Disabilities; *Disadvantaged; Educational Resources; Employment Programs; Exceptional Persons; Hearing Impairments; Job Skills; *Job Training; Learning Disabilities; Mainstreaming; Mental Disorders; Mental Retardation; National Organizations; Normalization (Handicapped); *Organizations (Groups); Physical Disabilities; Postsecondary Education; Resources; Secondary Education; Special Education; Special Programs; Speech Handicaps; *Teaching Methods; *Testing; Visual Impairments; Vocational Education
IDENTIFIERS- Indiana

The major goal of this guide is to provide easily understood information on the basic characteristics of individuals classified as special needs learners (in this case, disadvantaged and handicapped persons) and on basic methods that have been proven to be effective with them. Updated from a previous publication, this handbook is targeted to include not only vocational educators but also the many other professionals involved in employment-related education and training of individuals who have special needs, such as professionals in private industry or in manpower development programs funded under the Job Training Partnership Act. The booklet is organized into five sections. The first section, which introduces the guide, answers the question: "Who is the special needs learner?" In sections 2 and 3, disadvantaged learners and handicapped learners (i.e., emotionally/behaviorally handicapped, learning disabled, mentally handicapped, hearing impaired, physically handicapped, speech impaired, and visually handicapped) are discussed. In a question-and-answer format, these sections cover the definition of disadvantaged and handicapped learners and their special needs as well as provide some practical suggestions that can be used to help them. Methods for testing these various groups of special needs learners are covered in the fourth section, while the final section lists organizations in Indiana and in the nation that can provide help for persons working with special needs learners. (KC)

ED 233 235 CE 800 002

Piotrowski, Chris; Keller, Jack.
Career and Life Planning for Blacks.
PUB DATE- Jun 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Black Employment; *Black Students; Career Choice; *Career Planning; College Students; Education Work Relationship; Employment Opportunities; Higher Education; Program Descriptions
IDENTIFIERS- PF Project

A developmental course in Career and Life Planning (CLP) is discussed in terms of the value it can hold for black college students in translating their education into an effective career path. A systematic, group process approach, the CLP is described in relation to the following steps: (1) development of self-awareness; (2) development of a career personality profile; (3) selection of four careers and projection of them into the future; (4) development of a career desires profile; (5) practice of resume writing; (6) practice of employment interviewing; and (7) preparation for continued career growth. (JH)

ED 233 266 CG 016 844

Katzman, Melanie A.; And Others
The Prevalence of Frequent Binge Eating and Bulimia in a Non-Clinical College Sample.
PUB DATE- Apr 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Patterns; Behavior Problems; College Students; Diagnostic Tests; *Eating Habits; *Females; Higher Education; *Identification; Physical Health; Psychological Patterns; Self Control; *Sex Differences
IDENTIFIERS- *Binge Eating; *Bulimarexia; *Bulimia; Diagnostic Statistical Manual of Mental Disorders

Bulimia, an eating disorder characterized by binge eating, may be increasing in frequency. In order to examine and assess: (1) the prevalence of bulimia in a non-clinical sample of college women; (2) the relationship of reports of binge eating to the fulfillment of operationalized Diagnostic and Statistical Manual III (DSM III) criteria for bulimia; (3) the prevalence of binge eating in males and females at times other than meals; and (4) sex differences in the labeling of one's behavior as binge eating, 327 male and 485 female college students responded to a questionnaire requesting information about binge eating and its frequency. Of the 147 women who responded positively to both questions, 105 completed an operationalized form of the DSM III in which the criteria for bulimia were defined. Large quantities of food was defined as 1,200 calories or more per binge; episodic eating patterns was defined as a minimum of 8 binges per month; and repeated attempts to lose weight was defined as two or more attempts in the past month. Analysis of results showed that 56 percent of the women and 38 percent of the men reported binge eating, and more women than men labeled their behavior as binge eating. However, only 7.2 percent of the women binged 8 or more times per month. The criteria for bulimia in the operationalized DSM III were fulfilled by 3.9 percent of the women, suggesting that bulimia may be a more prevalent disorder in non-clinical college women than previously suspected. (MCF)

Abbott, Stan
Pentagon After Action Reports: The Jack Taylor Debate.
Freedom of Information Center, Columbia, Mo.
REPORT NO.- FOI-R-478
PUB DATE- Jul 83
AVAILABLE FROM- Freedom of Information Center, Box 858, Columbia, MO 65205 ($1.00 per single copy; write for quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Communication (Thought Transfer); *Disclosure; Interviews; Journalism; *News Reporting; Press Opinion; *Privacy
IDENTIFIERS- *Freedom of Information Act; *Pentagon; Taylor (Jack)

In requesting after action reports--Pentagon-prepared summaries of interviews between reporters and Pentagon officials--investigative reporter Jack Taylor both aroused Pentagon opposition and created a rift between the Pentagon press corps and outside reporters. To investigate whether the full-time Pentagon press corps was reporting as aggressively as he felt it should on the U.S. military, Taylor filed a Freedom of Information (FOI) Act request with the U.S. Army for all copies of after action reports written during the previous six months. When this request was denied, he filed around 2,500 additional requests with 50 agencies, most of which were denied under two exemptions to the FOI Act: agency memoranda and material related to journalists' work in progress. In addition to causing heated debate among journalists, Taylor's efforts led to the Pentagon's discontinuance of required after action reports. While no longer required, the practice continued unabated. Taylor never completed his investigation. (MM)

Berger, Michael A.
Studying Enrollment Decline (and Other Timely Issues) via the Case Survey.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 82
GRANT- NIE-G-80-0170
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTIONS- *Case Studies; Declining Enrollment; Educational Research; *Meta Analysis; *Research Methodology
IDENTIFIERS- *Case Survey Method

Using enrollment decline cases for data, the case survey method analyzes the content of case studies, thus allowing data from various cases to be aggregated and researchers to overcome constraints on data collection. The analyst uses six steps in this method in reviewing the case literature: (1) definition of the unit of analysis, (2) identification of case search strategy and case sources, (3) actual case search and selection, (4) checklist development, (5) checklist application to the cases, and (6) data analysis and interpretation. For enrollment decline, the unit of analysis chosen was that of case literature written between 1971 and 1980; the identification of case studies involved 10 sources, including journals, dissertations, and research suggested by scholarly organizations. Seventy representative cases were chosen and a checklist of 227 variables was prepared for application to the cases. Conventional statistical techniques were then used to determine the relationships between variables of interest to the researchers, including questions about the relationship of enrollment decline and school closings and the impact of declines on per-pupil costs. Although refinement is needed to ensure validity, adequate data, representative samples, and consistent application of checklists, the case survey method can successfully integrate fragmentary case studies and combine qualitative and quantitative methods of research. (JW)

ED 233 187 CE 036 675

Instructor's Guide for Clothing and Textiles Student Modules.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Check Lists; Clothing; *Clothing Instruction; Competency Based Education; *Home Economics; Learning Activities; Learning Modules; Secondary Education; *Sewing Instruction; Teaching Guides; Tests; *Textiles Instruction

This instructor's guide accompanies 47 performance-based instructional modules in the home economics content area of clothing and textiles. The 47 modules deal with planning basics (4 modules), buyership and clothing care (4 modules), preparation for sewing (6 modules), construction (18 modules), repair/alterations (9 modules), and supplemental modules on making various articles of clothing (6 modules). For each module, the instructor's guide provides these materials: (1) a guide sheet that details contents of the module, recommended audiovisual materials, and recommended references that list suggestions, tools, and equipment for each learning activity in the module; (2) extended learnings (additional learning experiences); (3) a check-out activity sheet and answer key; and (4) an evaluator's final checklist. (YLB)

ED 233 207 CE 036 697

Special Operation. Module 20.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Check Lists; Clothing; Clothing Instruction; Learning Activities; Learning Modules; Needle Trades; *Occupational Home Economics; Postsecondary Education; Secondary Education; *Sewing Instruction; *Sewing Machine Operators; Student Evaluation
IDENTIFIERS- *Sewing Machines

This module on special operations, one in a series dealing with industrial sewing machines, their attachments, and operation, covers two topics: topstitching and mitering. For each topic these components are provided: an introduction, directions, an objective, learning activities, student information, a student self-check, and a check-out activity. An instructor's final checklist for evaluating the student's performance is attached. (YLB)

ED 233 221 CE 036 758

Buck, Linda Lee
Handbook on Mainstreaming. Handicapped Students in Vocational Education.
Ohio State Advisory Council for Vocational Education, Columbus.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Classroom Techniques; Cognitive Style; Community Services; *Counseling Techniques; Curriculum Development; Definitions; *Disabilities; Educational Equipment; Educational Strategies; Grading; Guidelines; Individualized Education Programs; Instructional Materials; Job Placement; *Mainstreaming; Material Development; Secondary Education; *Student Evaluation; Teaching Methods; Testing; *Vocational Education; Vocational Evaluation
IDENTIFIERS- Ohio

This handbook is designed to aid educators as they serve handicapped students who are enrolled in regular programs. The emphasis of the handbook is on selecting an appropriate vocational program, developing an individualized education program (IEP), and preparing students for meaningful employment through effective teaching. Addressed in the individual sections of the guide are the following topics: understanding the nature of various types of disabilities; providing a continuum of services to handicapped students; developing an IEP; providing vocational evaluation services; adapting teaching strategies (curriculum adaptation, learning styles, and instructional techniques), utilizing alternative types of testing and methods of grading; employing various troubleshooting techniques to cope with problems in the classroom; providing support services; and offering job placement assistance. (MN)

ED 233 282 CG 016 861

Curtis, Jonathan; And Others

Dropout Prediction.

Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-82.56
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; *Dropout Characteristics; Dropout Prevention; Dropout Research; High Risk Students; *Potential Dropouts; Predictive Measurement; *Predictor Variables; School Holding Power; Secondary Education; *Secondary School Students; Student Characteristics
IDENTIFIERS- *Texas (Austin)

Secondary school students who drop out of school are put at great social and economic disadvantage. If potential dropouts can be identified early, prevention may be possible. To construct a prediction model which, through readily available school information, will aid in the identification of students likely to drop out, schools in the Austin, Texas, school district provided data on students sampled according to birthdate (N=5,039). The longitudinal study encompassed four school years (1977-1981), and students were classified into four groups: non-leavers, transfers, dropouts, and other/unknown. The variables studied were gradepoint average (GPA), grade placement, sex, ethnicity, and number of serious discipline problems. Statistical analyses showed that students who had low GPA's, were behind in grade for their age, had been involved in serious discipline incidents, were female, and were non-black had a higher than average probability of dropping out. Most of these variables had face validity for predicting dropping out. Two findings were somewhat misleading: in fact, girls as a group had a lower drop out rate than boys; however, an individual girl with certain characteristics might be more likely than a similar boy to drop out. Although scores of Blacks on variables were similar to scores of Hispanics, Blacks were less likely to drop out, apparently due to influences outside of the variables scored. Altogether, about 78% of dropouts and non-leavers were correctly classified. (WAS)

ED 233 345 CS 207 622

Witte, Stephen P.
Topical Structure and Writing Quality: A Study of the Argumentative Texts of College Writers.
PUB DATE- 30 Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Freshmen; *Discourse Analysis; Higher Education; Linguistic Theory; *Sentence Structure; *Structural Analysis (Linguistics); *Writing Evaluation; *Writing Research; *Writing Skills

Writing research has long sought to identify the internal features of written discourse that help to explain qualitative differences among student texts. Reflecting the theories of the Prague School linguists, this study used a topical structure analysis to distinguish between the sentences and T-units of 48 college freshman essays evaluated as either low or high quality. Comparing length, syntax, and topical structure, the study found that while both low and high quality texts most often used T-units in which the initial elements and topical and grammatical subjects coincided, 35.6% of the T-units in low quality texts, compared to only 18.7% of those in high quality essays, had topical subjects appearing after the grammatical subject. Also, research revealed that the poorer essays introduced significantly more topics per T-unit. These findings suggest that the writers of the high quality essays were more capable of both discovering content for the topics they introduced and distinguishing between crucial and noncrucial topics. (MM)

ED 233 361 CS 207 752

Montgomery, Louise Falls
Continuity and Change in Mexican Press Commentary on Government: 1951-1980.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Editorials; Foreign Countries; Media Research; *News Media; *Newspapers; *Political Attitudes; *Press Opinion
IDENTIFIERS- *Mexico; *Political Criticism

Choosing six Mexican newspapers representing an ideological range from liberal to conservative, a study analyzed the content of the newspapers' editorials and political columns from 1951 through 1980. Data established that Mexican newspapers, contrary to many critics' judgments, criticized government policies and political figures. They did, however, treat the presidents more gently than cabinet members, not usually criticizing them directly. While conservative newspapers tended to criticize liberal presidents, the amount of criticism all newspapers engaged in fluctuated. (MM)

ED 233 377 CS 207 794

Lazarus, Arnold; Smith, H. Wendell
A Glossary of Literature and Composition. Revised Edition.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-1852-6
PUB DATE- 83
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 18526, member $11.50, non-member $13.00).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Books (010)
DESCRIPTIONS- English Instruction; *Glossaries; Higher Education; Linguistics; *Literary Criticism; *Literature Appreciation; *Rhetoric; Secondary Education; *Writing (Composition)

A valuable adjunct reference tool for teachers and students of English, this revised and enlarged glossary defines and discusses nearly 800 concepts and terms used in literature and literary criticism, rhetorical theory, and composition. The authors explain many key concepts in considerable detail, placing terms in historical context, offering examples and cross-references, and suggesting up-to-date sources for further reading. The volume includes an index of authors cited as references in the definitions. (HTH)

ED 233 392 CS 207 809

Meyers, Miriam
Characteristics of Adult Students' Writing.
PUB DATE- 6 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Adult Students; Diagnostic Teaching; Diagnostic Tests; *Educational Diagnosis; Higher Education; Writing (Composition); *Writing Evaluation; *Writing Instruction; Writing Research; *Writing Skills

Responding to students' needs for systematic advice about their writing, a city university developed a voluntary test using student writing samples to evaluate punctuation and grammar, diction, sentence structure, and organization and development. Evaluation of 100 test results revealed that these students, all working adults, showed more control over mechanics than over organization and development. Although all but 10 of the students had had previous college writing instruction, only 23% of the sample received a satisfactory score. After receiving their diagnostic test results, one-quarter of those eventually receiving degree candidacy registered for a nonrequired first-level writing course. These findings suggest the following: (1) a self-instruction format for teaching editing skills could free needed class time for work on more difficult problems with idea organization and development; (2) if given information about their writing problems, adult students will voluntarily register for additional instruction; and (3) instruction alone is not enough to improve writing skills--teachers in all subjects need to stress writing's value as an aid to both communicating and learning. (Test results and a profile of the tested population are appended.) (MM)

ED 233 408 CS 504 315

Reinsch, N. L., Jr.; Lewis, Phillip V.
Communication Apprehension as a Determinant of Channel Preferences.
PUB DATE- 29 May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Faculty; *Communication Apprehension; *Communication Research; Higher Education; *Interpersonal Communication; *Telephone Communications Systems; Writing Apprehension
IDENTIFIERS- *Communicator Style

A study investigated the influence of communication apprehension on preference for channel of communication: face-to-face meeting, telephone call, or written note. Subjects, 68 college and vocational-technical school faculty, were interviewed on a variety of topics, including telephone apprehension (TA); and completed written tests for speech apprehension (SA), communication apprehension (CA), and writing apprehension (WA). The results showed that 25% enjoyed using the phone and used it at every opportunity, 68% used the phone whenever they had to, and 6% disliked the phone but used it when necessary. Responses to vignettes that required the subject to identify his or her preferred communication channel in a given situation indicated that respondents preferred face-to-face meetings over either telephone calls or notes, and this tendency was especially pronounced for conflict vignettes. There was also a tendency for subjects to prefer receiving face-to-face messages more often than they preferred sending them. The results indicated that communication channel preferences are related to communication apprehension. Telephone use was accounted for in part by TA, choices between paired channels (talk vs. phone, writing vs. phone) were affected by TA or WA, and vignette channel preferences were accounted for in part by relative comfort with face-to-face communication. (Copies of the survey instruments are appended.) (HTH)

ED 233 484 -EA 016 049

School Staffing Ratios, 1982-83. ERS Report.
Educational Research Service, Arlington, Va.
PUB DATE- 83
AVAILABLE FROM- Publications, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21680; $20.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- *Administrators; Comparative Analysis; Counselor Client Ratio; Elementary Secondary Education; Expenditure Per Student; National Surveys; Ratios (Mathematics); School District Size; School Nurses; *Students; *Student Teacher Ratio; Tables (Data); Teacher Aides
IDENTIFIERS- Staffing Ratio; Student Administrator Ratio; *Teacher Administrator Ratios

Intended to make possible the comparison of staffing patterns in one school system with those in systems of similar enrollment size and expenditure level, this report was developed through a national survey conducted in 1982-83 of 1,774 school systems. Included are pupil-staff and teacher-staff ratios for individual positions and aggregate categories of professional personnel. These data are presented separately for large, medium, small, and very small school systems and for five levels of per pupil expenditure of the reporting school systems. Ratios contained in the report include the number of pupils per teacher, counselor, librarian, and school nurse. The report also contains individual ratios both of pupils and of teachers to school building professional staff members, principals, assistant principals, school building level administrative staff members, central office professional staff members, and teacher aides. (PB)

DeAnda, Natividad
An Executive Training Program.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
GRANT- 400-80-0103
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrator Characteristics; Employed Women; Grantsmanship; *Internship Programs; *Management Development; Mentors; Minority Groups; *On the Job Training; Program Guides; *Program Implementation; Proposal Writing
IDENTIFIERS- Far West Laboratory for Educational R and D CA

This manual describes the implementation of the Far West Laboratory's educational research and development management training program for women and minorities and offers guidelines to institutions and industries creating their own internship programs. A chapter on holistic learning for executives analyses a model incorporating a coordinating council composed of management staff and the use of mentors, seminars, coursework, supervised on-the-job training, and peer teamwork. The following chapter addresses questions for institutions considering implementing training programs. A section devoted to knowing the power structure suggests ways of involving top administrative personnel in developing the program. Installation of the program is outlined in chapters on development of a coordinating council, selection of a project director, the role of mentors, and the intern selection process. Describing the program in action are chapters on the interns' planning process and intern meetings, case studies showing how two interns used the resources of the program to advance themselves, and the project director's duties in keeping it running. A summary of program content discusses the improvements in knowledge and skills that interns gained under the general areas of program management, technical writing, knowledge of funding sources, and professional expertise. A final chapter considers obtaining graduate

accreditation for participation in the program. (MJL)

ED 233 515 EC 160 036

Cartwright, G. Phillip; Schloss, Cynthia N.
Teaching and Testing Generic Special Education Concepts by Microcomputer.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Assisted Instruction; Course Content; *Disabilities; Microcomputers; *Teacher Education; *Teaching Skills

Microcomputer modules were developed to help Pennsylvania State University students and inservice teachers develop 10 generic competencies regarding working with handicapped students in the least restrictive environment. Competencies touch on understanding the legal bases for education in the least restrictive environment, making use of appropriate resource and support services, and conferring and reporting to parents. The computer assisted instruction course prepares students for a required special education generic competency examination. Students are given a list of suggested remedial activities and references keyed to identified deficiencies. Sample course objectives and procedures for an orientation course are included along with a student manual for the course. (CL)

ED 233 532 EC 160 056

Bourland, Gordon; And Others
On Microcomputers, Instruction, and the Severely Developmentally Disabled.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; *Institutionalized Persons; *Microcomputers; *Severe Mental Retardation

Use of microcomputers in a state residential facility for nonambulatory profoundly mentally retarded persons is discussed. The effects of such a severe handicap on the residents is examined, and potential contributions of a microcomputer in providing precise contingency control, recording response data, and delivering immediate reinforcement simultaneously for multiple students are discussed. Adaptions of the keyboard and of the output (from textual to various kinds of sensory stimuli) are noted. A summary of client characteristics is followed by description of a pilot test in which a manipulation program was designed according to goals in the residents' individualized education programs. Case study information showing student response is presented along with a discussion of difficulties encountered (including administrator reluctance to spend the money and organizational turf-defensiveness). Details of the computer circuitry and programs are appended. (CL)

ED 233 549 EC 160 077

Denkowski, George C.; And Others
Community Residential Treatment of MR Adolescent Offenders.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adolescents; Building Design; Community Programs; *Delinquency; Family Involvement; *Group Homes; *Intervention; *Mental Retardation; *Models; Program Descriptions; *Program Development; Residential Programs; Student Characteristics

A model for habilitating mentally retarded adolescent offenders is described. Discussion of historical background indicates a lack of programs for this population. A data-based profile of the population covers range of developmental delay, adaptive behavior scores, social skill development, academic achievement, arrest history, racial composition, and incidence of emotional disturbance. The need for training the adolescents to re-enter the community is emphasized, and specific treatment objectives toward that end are enumerated for aspects of behavioral excesses, deficits, and family involvement. Adaptation of the original unsuccessful treatment program in a group home included environmental engineering to reflect a more controlled environment while maintaining a token economy/timeout approach. Behavior improvements are reviewed, and floor plans showing design features are provided. Additional features described include transition through the program, setting (institution vs. community), outcome indices (such as treatment duration, recidivism, rates of aggression and non-compliance), vocational orientation, therapy, recreation, and family involvement. Among appended information are descriptions of programs designed to reduce antisocial behavior and generalize adaptive behavior. (CL)

ED 233 252 CG 016 829

Health Aspects of Adolescent Sex, 1982. Hearing before the Subcommittee on Aging, Family and Human Services of the Committee o Labor and Human Resources. United States Senate, Ninety-Seventh Congress, Second Session on Examination of the Alarming Increase in the Rate of Sexual Relations among Adolescents.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

PUB DATE- 19 Apr 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Adolescents; *Contraception; Gynecology; Hearings; Obstetrics; *Physical Health; *Pregnancy; Risk; Secondary Education Sex Education; *Sexuality; Social Attitudes
IDENTIFIERS- Congress 97th

These hearings begin with an opening statement by Senator Jeremiah Denton, which highlights the concerns of this hearing and introduces discussion panel participants: the Honorable Gordon J. Humphrey, U.S. Senator from New Hampshire; Herbert Ratner, former public health officer and editor of Child and Family Quarterly; Adele Hofmann, director, adolescent medical unit, New York University Medical Center; Dr. John Hillabrand, obstetrician and gynecologist; Dr. Prabodh Gupta, department of pathology, Johns Hopkins Hospital; Naomi Chamberlain, president, Chamberlain and Associates; and Dr. Ray Short, professor of sociology, University of Wisconsin-Platteville. The opening statements and discussion of the panel members include the following topics: physical side effects and problems of birth control pills; other forms of contraception, especially intrauterine devices (IUD's); confidentiality in health care services; adolescent pregnancy prevention programs; and adolescent and societal attitudes toward premarital sex. The document also contains additional articles by some of the panel members, which include a checklist of arguments for and against premarital sex, and a further discussion of IUD's. (WAS)

ED 233 297 CS 006 989

Hatt, Penelope
A Review of Research on the Effects of Television Viewing on the Reading Achievement of Elementary School Children.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Educational Media; Elementary Education; Elementary School Students; *Mass Media Effects; *Reading Achievement; *Reading Skills; *Television Research; *Television Viewing

Conflicting findings on television's impact on reading achievement suggest a need for more sophisticated measurements and methodologies in media research. D. L. Moldenhauer and W. H. Miller's survey of 78 seventh grade students showed no relationship between television viewing and reading skills. These findings were similar to those of J. T. Feely's 1980 literature review. Canadian surveys of parents and teachers indicated that neither group felt television viewing influenced reading achievement. On the other hand, studies by N. L. Sproull and her colleagues of an educational program for young children suggested that programs such as "The Electric Company" improved reading skills slightly and helped teach reading related skills to young viewers. S. Neuman and P. Prowda's 1981 survey of 8,000 students in grades 4, 8, and 11 revealed that while the amount of television fourth grade students viewed failed to influence their reading scores, more than four hours of viewing daily among eighth and eleventh grade students correlated positively with lower reading scores. Recent research, such as that by C. M. Bachen and her colleagues, suggests that it is possible to locate an orientation within television sequence that positively predicts reading

achievement, with cognitive involvement with television representing skills that parallel those necessary for good reading. Thus, while some studies described a negative relationship between television and reading skills, others indicated that children can develop through television the critical thinking skills they need in reading. (MM)

ED 233 312 CS 007 243

Lefebvre-Pinard, Monique; And Others
Reading to Understand and Remember: The Role of Metacognitive Awareness about Strategies.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Higher Education; Memory; *Metacognition; Questionnaires; *Reading Comprehension; Reading Habits; Reading Processes; *Reading Research; *Reading Skills; *Recall (Psychology)
IDENTIFIERS- *Comprehension Monitoring; *Reading Strategies

Because current research offers little conclusive evidence that explicit metacognitive knowledge is necessary for effective reading, a study was designed to determine (1) if comprehension could be enhanced by activating subjects' awareness of appropriate strategies, and (2) which strategies, based on subjects' spontaneous reports, were most effective. Fifty-nine subjects were assigned to either an activation or a control group. Prior to reading the selected passage, the activation subjects completed a questionnaire designed to stimulate their awareness of the cognitive or metacognitive strategies they frequently used. After reading the text, all students were tested on comprehension and recall. Results indicated that awareness of previously acquired strategies did not in itself improve comprehension or recall. These findings might have been influenced, however, by the time limit on the metacognitive questionnaire, the unfamiliarity of its questions, and the lack of sufficient time to consider the questionnaire's implications before beginning the reading. (MM)

ED 233 329 CS 007 275

Tierney, Robert J; Pearson, P. David
Toward a Composing Model of Reading. Reading Education Report No. 43.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 83
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Processes; *Coherence; Language Processing; Prewriting; *Reading Comprehension; *Reading Processes; *Reading Research; Reading Skills; Revision (Written Composition); *Writing (Composition); Writing Processes
IDENTIFIERS- Author Reader Relationship; Comprehension Monitoring; Reader Response; *Reader Text Relationship; Reading Strategies; *Reading Writing Relationship

Readers as well as writers compose meaning. Using the same characteristics essential to effective writing--planning, drafting, aligning, revising, and monitoring--readers react creatively with the text. In response to the author's intention and their own knowledge base, they decide what they want to get from their reading. Constantly renegotiating these goals, readers create successively more refined drafts of meaning, adopting different alignments (critic, coauthor, editor, character, reporter, eye witness) to achieve greater coherence. Finally, after revising their developing interpretations, readers monitor their understanding,

evaluating their effectiveness in each stage of the composing process. Involved in multidimensional, multimodal processes, readers do not passively receive meaning but actively create it. (MM)

ED 233 470 EA 016 032

Vornberg, James A.; And Others
A Model for Student Activity Programs. A Survey of Student Activity Programs in Arkansas, Kansas, Missouri, Oklahoma, & Texas.
Phi Delta Kappa, Commerce, TX. East Texas State Chapter.

PUB DATE- Feb 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Athletics; Clubs; Comparative Analysis; *Extracurricular Activities; Models; Music Activities; Program Costs; Program Evaluation; *Recreational Activities; School Newspapers; Student Interests; Tables (Data)
IDENTIFIERS- Arkansas; Kansas; Missouri; Oklahoma; Texas

Using a sample of responses to questionnaires mailed to schools in Arkansas, Kansas, Missouri, Oklahoma, and Texas, a study was made of student activity programs to locate the available and most effective programs, and to develop appropriate criteria for evaluating programs. It was found that the most available activities were student council (100 percent of the 102 responding schools), music organizations (99 percent), and interscholastic athletics (98 percent); intramural athletics were least available (48.5 percent). Participation by students, however, varied widely, from 10 percent to 75 percent of students in a school. The primary administration of programs varied among school administrators, student leaders, and faculty sponsors, but student interest was the major factor in creating new programs. Financial support was found to come mostly from money-raising projects, though athletics were funded mostly from appropriated monies. Only 28.7 percent of reporting schools had any type of formal evaluation of activity programs, raising the question of relative weight of such evaluative criteria as student opinions (ranked first by responding schools), educational goals, or cost. Respondents identified getting students involved, recruiting sponsors, scheduling activities, and budgeting as the four biggest problems in activity programs. The findings are incorporated into a seven-point model for organizing activity programs. (JW)

ED 233 236 CE 800 003

McDole, Thomas L.

Instructor Liability--A Continuing Dilemma.

PUB DATE- 22 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Accident Prevention; Equipment Standards; Facility Requirements; Guidelines; *Industrial Arts; *Laboratory Safety; *Legal Responsibility; Postsecondary Education; *School Shops; Secondary Education
IDENTIFIERS- PF Project

This brief guide discusses ways to provide safe instruction and to minimize the risk of injury and potential liability in a laboratory environment. The three main concerns covered are: (1) the physical plant must be in compliance with the Occupational Safety and Health Administration (OSHA); (2) the physical facility should have all tools in good working condition and have written records of maintenance and inspection activities; and (3) the instructional program should present curriculum and lessons that are current and relevant to present-day industrial practices and standards. (EM)

ED 233 129 CE 035 544

Ryan, Dennis P.
A Follow-Up Study on the Relationship between Vocational Evaluators' Recommendations and Student Placement in Vocational Education Programs.
PUB DATE- 81
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; High Schools; *Mainstreaming; *Outcomes of Education; *Predictive Validity; Program Effectiveness; *Vocational Education; *Vocational Evaluation
IDENTIFIERS- Cincinnati Public Schools OH

This study was conducted to determine the strength of the relationship between handicapped students who are mainstreamed into regular vocational education programs as a result of an evaluation recommendation and their retention in that program, as opposed to students who are enrolled without this recommendation. An individualized follow-up study was undertaken with 37 students of the Work Adjustment and Training Center for the Handicapped (WATCH) in the Cincinnati Public Schools between September 1978 and June 1980. These students had received vocational education training at WATCH prior to being mainstreamed into the Cincinnati schools. Comparisons were made between students who were evaluated and recommended for mainstreaming, and students who were evaluated and did not receive a favorable recommendation for mainstreaming, but who were placed into vocational education programs over the evaluators' recommendations. Successful student placement was based on four criteria: attendance, grade point average, work habits, and performance with regard to program competencies. Analysis of data gathered on the students showed no significant differences at the .05 levels between the two groups. However, there were definite trends toward better performance by the recommended group on all factors measured. In addition, almost all of the students have maintained passing grades well into their senior year, suggesting that handicapped students can, indeed, be successful in regular vocational education programs. The study also suggested that the evaluation process itself may be helpful to the success of both recommended and nonrecommended students by screening out inappropriate vocational choices. (KC)

ED 233 143 CE 036 602

Corbin, Steven
Values of Cooperative Training. Module Number 1. Work Experience Program Modules. Coordination Techniques Series.
Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.; Northern Iowa Univ., Cedar Falls. Dept. of Business Education and Administrative Management.

SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE- 82
AVAILABLE FROM- Burgess Publishing Company, 7108 Ohms Lane, Minneapolis, MN 55435 ($35.95 for set of 16 modules).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Autoinstructional Aids; Behavioral Objectives; *Cooperative Education; *Instructor Coordinators; Learning Modules; *On the Job Training; Pretests Posttests; School Business Relationship; Secondary Education; Special Education Teachers; Student Evaluation; *Teacher Education; Vocational Education; Vocational Education Teachers; *Work Experience Programs

This self-instructional module, one of 16 on techniques for coordinating work experience programs, provides preservice and inservice educational materials for teacher-coordinators supervising on-the-job training. The four goals for this module are (1) to understand the background and concepts of cooperative vocational education, (2) to understand the features of the cooperative vocational education program, (3) to understand the types of vocational experiences available for high school students, and (4) to understand the purposes and features of the work experience program. For each goal, these materials are provided: an optional pretest, informative material, and a self-check. Other module contents include a guide sheet for an optional slide/tape presentation, a module posttest, pre-and posttest answer keys, and a list of resources for additional information. (YLB)

ED 233 188 CE 036 678

The Single Needle Lockstitch Machine. Module 1.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 83
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; *Equipment; Home Economics; Independent Study; Learning Activities; Learning Modules; Needle Trades; Occupational Home Economics; Occupational Information; Postsecondary Education; Secondary Education; *Sewing Instruction; *Sewing Machine Operators
IDENTIFIERS- *Sewing Machines; South Carolina

This module on parts of the machine, one in a series on the single needle lockstitch sewing machine for student self-study, contains eight sections. Each section contains the following parts: an introduction, directions, an objective, learning activities, student information, student self-check, check-out activities, and an instructor's final checklist. The eight sections cover the following topics: identifying parts and their purpose, threading the machine, removing the bobbin case, winding the bobbin, replacing a wound bobbin, operating the machine, tying on thread, and measuring with a gauge or ruler. The material is illustrated with line drawings. (KC)

ED 233 208 CE 036 699

Huffman, Tommy

Agriculture--Floriculture. Kit No. 104. Instructor's Manual and Student Learning Activity Guide.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Agricultural Education; Audiovisual Aids; Behavioral Objectives; *Floriculture; Learning Activities; Programed Instructional Materials; Scripts; Secondary Education; Student Evaluation; Teaching Guides; *Vocational Education
IDENTIFIERS- *Florists

Designed for use in a secondary agricultural education class, this activity kit on floriculture consists of an instructor's manual and a student learning guide. The instructor's manual contains this information: duration, goals, a list of instructional objectives, the vocational clusters to which this activity is related, activity implementation (descriptions, safety requirements, materials needed, preparation prior to class, teaching suggestions, and followup activities), and answer keys to the student check sheets. These masters for duplication are also included: the VIEW fact sheet, a student checksheet, and three check points. The narration for wiring flowers and designing a corsage, is provided. The student guide consists of an introduction, goals, directions, a list of required materials, and a programmed text. The four sections in this activity cover (1) methods used for wiring flowers, (2) tying bows for corsages and boutonnieres, (3) designing a corsage, and (4) bagging and boxing corsages. Each section concludes with a student evaluation. Occupational descriptions are appended. (YLB)

ED 235 267 CG 016 845

Cogan, Rosemary; Waltz, William

Effects of Laughter on Discomfort Thresholds.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adjustment (to Environment); College Students;

Comparative Analysis; Health; Higher Education; Physical Health; *Relaxation Training; Stress Variables
IDENTIFIERS- *Laughter; *Pain Tolerance

Pain is affected by a variety of motivational and affective variables, such as relaxation, social modeling, and social support. Norman Cousins has proposed that laughter is a particularly effective pain antagonist. To compare the effects of laughter on pain sensitivity with the effects of relaxation (a variable known to reduce pain sensitivty), male and female undergraduate students (N=42) participated in one of four groups: laughter, relaxation, narrative (a control for distraction), or no treatment control. Students listened to a 20 minute tape appropriate for their group, after which discomfort was induced and measured through inflation of a blood pressure cuff. Statistical analyses showed that discomfort thresholds of students in the laughter and relaxation groups were reliably higher than the thresholds of students in the control and narrative groups. Laughter was as effective as, or more effective than, relaxation in facilitating pain reduction. (WAS)

ED 233 346 CS 207 629

Towers, Wayne M.; Hartung, Barbara W.

Explaining Magazine Readership with Uses-and-Gratifications Research.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; Audiences; *Behavior Patterns; *Media Research; *Periodicals; Predictor Variables; *Reading Habits; *Research Methodology; Surveys
IDENTIFIERS- *Readership Analysis; *Uses and Gratifications Research

Approximately 500 people participated in a study that examined the relationship between generalized uses-and-gratifications statements and specific magazine reading behaviors. The subjects responded to a telephone survey that elicited information concerning demographics, media usage, and reactions to 14 uses-and-gratifications statements that had received widespread use in the print media studies prior to 1981. The statements were organized into three broad categories concerned with surveillance of, diversion from, and interaction with the surrounding environment. Results showed that the statements distinguished between people who had read a magazine during the previous month and those who had not, with the former using magazines to help them interact with the larger social environment and the latter producing unspecific explanations of their behavior. The statements also proved useful in distinguishing among subscribers, readers, and nonreaders of general consumer magazines and newsmagazines. In terms of overall magazine readership, interaction with the larger environment was the strongest predictor, even though it emerged as secondary to surveillance for newsmagazine readers and to diversion for general consumer magazine readers. (FL)

ED 233 362 CS 207 758

Meeker, Michael W.
Using Visual Models as Pre-Reading Exercises in Teaching Literature.
PUB DATE- May 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Associative Learning; Diagrams; *Discovery Processes; English Instruction; *Literature Appreciation; Metaphors; *Models; Poetry; Prewriting; Teaching Methods; *Visual Learning; Writing (Composition)
IDENTIFIERS- Invention (Rhetorical); Prereading Exercises; *Reader Response

Adapting strategies of invention from the new process-oriented rhetoric, the literature teacher can help students understand what they read through prereading exercises. Presenting students with an abstract model of a text's metaphoric structure, the teacher can spark students' immediate and imaginative response to the model, involving them directly in the author's creative process before asking them to make abstract generalizations about the work. Before reading Yeats's "The Second Coming," for example, the teacher can first elicit student associations through use of a diagram of a gyre, and then lead students to see how tornadoes, vortices, broken watch springs, or other possible responses reveal a tension between centrifugal and centripetal forces, a tension central to the understanding of Yeats's poem. More effective than having students respond to visual models, however, is having them create their own diagrams. By directing class discussion and writing on these visual metaphors, the teacher helps students focus attention on the particulars of the text, on their own personal responses, and--in sharing their views with classmates--on the commonalities of literary response. (MM)

ED 233 425 CS 504 364

Hochheimer, John L.
An Ethical Perspective to Communication Research.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Research; *Community Involvement;
Ethical Instruction; *Ethics; Higher Education; *Scientific
Methodology; *Social Science Research; *Social Scientists; Surveys
IDENTIFIERS- *Researcher Subject Relationship

Despite widespread indifference or resistence to the idea, communication scientists need to discuss the ethical implications of their research. Fortunate in being able to conduct research, scientists are responsible to and for the larger population in whose names they do their work. They need to realize that such traditional research areas and techniques as the mass sample survey, persuasion studies, and attitude/behavior change campaigns, in treating subjects as objects rather than partners in their work, can create a fundamental power imbalance between scientists and nonscientists. To renew public trust in research, scientists must create a more ethical research paradigm reflecting community needs and interests and substituting what Margaret Mead called "informed consent" for voluntary participation among subjects. Discussion of ethical dilemmas in social research must begin in graduate school with a compulsory course addressing, among other issues, the nature of scientists' rights and responsibilities, the role of the general public in research design, and present ethical problems and their possible solutions. (MM)

ED 233 440 EA 015 862

Duke, Daniel L.; Jones, Vernon F.
Assessing Recent Efforts to Reduce Student Behavior Problems.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Behavior Problems; *Classroom Techniques; *Discipline Policy; Elementary Secondary Education; Inservice Teacher Education; *Student Behavior; Suspension; Teacher Attitudes; Teacher Effectiveness; Teacher Supply and Demand; Theories; Violence

The theory, research, and prescription done during the 1970's in the areas of classroom management and school discipline are reviewed in this analysis, and the effects of this work on student behavior problems is assessed. An analysis of the sociopolitical context in which scholarly models, research paradigms, and systems for running schools were created is followed by a review of this scholarship, which concludes that no consensus exists on the best method of handling or studying behavior problems. A section inquiring whether schools have improved synthesizes literature on the level of concern of various groups responding to behavior problems, changes in student behavior, changes in educators, and changes in schools. The conclusion is that improvements in students' and educators' behaviors have not been demonstrated, but changes in school organization include formalization of disciplinary codes, the growth of alternative schools, the introduction of material dealing with student behavior into the curriculum, the development of alternatives to suspension, and increased community involvment. A discussion of future prospects anticipates the impact of teacher shortages and declining resources in the 1980's. Conclusions are summarized, and policy makers are urged to assess school environments systematically, to make schoolwide plans for improvement, to offer more comprehensive staff development programs, and to integrate various models, paradigms, and systems. (MJL)

ED 233 455 EA 015 877

Berger, Michael A.
Why Communities Protest School Closings.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 82
GRANT- NIE-G-80-0170
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; Check Lists; *Citizen Participation; *Community Action; *Community Role; Conflict Resolution; Declining Enrollment; Educational Environment; *Educational Planning; Elementary Secondary Education; Hypothesis Testing; Participative Decision Making; Questionnaires; *School Closing; *School Community Relationship
IDENTIFIERS- *Meta Analysis

Previous literature investigating community protests of school closings may be divided into four perspectives emphasizing (1) lack of comprehensive planning, (2) lack of participative decision-making, (3) loss of community maintenance (or sense of community), and (4) contextual factors, such as district size and type. The present study examines the validity of these explanations by means of a case study survey of declining enrollment in 65 school districts over a 10-year period. After data collection by means of a questionnaire/checklist, community opposition tactics were analyzed according to severity, from writing letters to board members to voting down referenda or budgets. Ordinary least squares regressions of the four types of variables--planning, participation, community maintenance, and context--reveal that (1) comprehensive planning tends to exacerbate rather than reduce community opposition; (2) of the various participation variables, only teacher involvement reduces opposition; (3) the only community maintenance factor increasing opposition is the lack of superintendent-board compatibility; and (4) urban districts experience greater opposition than do suburban or rural districts. Taken together, the findings suggest that orthodox principles in times of growth, such as comprehensive planning and participative decision-making, may be ineffectual or counterproductive during decline. (JBM)

ED 233 533 EC 160 059

Valett, Robert E.

Strategies for Developing Creative Imagination & Thinking Skills.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Creative Activities; *Creative Development; Creative Thinking; *Creativity; Developmental Stages; Discovery Processes; Educational Strategies; Elementary Secondary Education; Fantasy; Humor; *Imagination; *Instructional Materials; *Learning Activities; Learning Modalities; *Problem Solving; Sensory Experience; Visualization

A practical guidebook of ideas, lesson materials, and related resources for developing imaginative and productive thinking skills of children is presented to assist teachers and parents. Emphasis is placed on the use of strategies and techniques that enhance originality, mental imagery, reverie, reflection, humor, novel playfulness, and divergent (but productive) thinking. It is suggested that such instruction is important to enable the learner to think through and effectively deal with the complex world. An introduction to creative imagination, the human mind, and developmental stages, and ways to develop imagination through the educational process, are addressed in the first four chapters. Chapter 5 considers various instructional models and programs by which creative imagination can be developed; they involve promoting relaxation and "centering," sharpening and enhancing the image, and synchronized learning. In addition, nine goals useful in teaching creative imagination and problem-solving skills are presented in a developmental hierarchy. In chapter 6, resource materials and strategies that may be implemented in lesson form are described. Chapter 7 presents learning activities that emphasize the importance of using basic sensory processes, such as touching, tasting, and hearing in the development of imagination. Chapters 8 through 12 provide learning activities related to the following: directed fantasy, imaginative situations, creative thinking, linguistic strategies, and developing a sense of humor and divergent thinking. Lastly, chapter 13 discusses creativity in general. A list of approximately 72 references is appended. (SW)

ED 233 159 CE 036 619

David, Henry
Vocational Education in the Comprehensive High School. Highlights of the Hearing Held by the Board of Directors of the American Vocational Association (St. Louis, Missouri, December 2, 1982).
American Vocational Association, Inc., Arlington, Va.
PUB DATE- 2 Dec 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Agency Cooperation; Articulation (Education); Coordination; Disabilities; Educational Cooperation; *Educational Improvement; *Educational Quality; Futures (of Society); *High Schools; Postsecondary Education; *Program Effectiveness; Program Evaluation; Secondary Education; *Vocational Education
IDENTIFIERS- *American Vocational Association; Special Needs Students

This paper highlights information about and suggestions for improving vocational education in the comprehensive high school that was synthesized from testimony at an American Vocational Association (AVA) hearing. An introduction describes the comprehensive high school, discusses some recent assessments of secondary vocational education, and lists the witnesses providing their testimony and submitting statements to the AVA Board of Directors at the hearing. The substance of these statements is organized and presented in three sections that focus on (1) the functions performed by and the positive value of vocational education programs in the comprehensive high school, (2) deficiencies of these programs and opportunities for qualitative improvement, and (3) courses of action proposed to correct recognized deficiencies and to enhance the quality of vocational education in the comprehensive high school. Criticisms of secondary vocational education are classified into five categories: inadequate collaboration between secondary and postsecondary education, lack of coordination with other modes of providing occupational education, failures in providing vocational education for special needs students, inability to be a responsive system, and lack of integration between general and academic curricula. Lines of action are suggested for the areas of criticism. (YLB)

Nadler, Leonard
The Development of Human Resources--through Learning.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Education; Adult Vocational Education;
*Alienation; Employee Attitudes; Employer Employee Relationship; Job Satisfaction; *Job Training; *Labor Force Development; *Productivity; Staff Development

Human resources, together with physical and financial resources, are the three most important means of success available to the manager of an organization. The human resource is the most crucial element for achieving productivity, but it is also the most difficult to manipulate. Alienation in the workplace is one cause of low productivity. Factors that can reduce alienation include smaller work sites, cafeteria benefits, provisions for employee selection of benefits, and career pathing. Within the field of human resource development are three activity areas: training, education, and development. Learning to improve performance on the present job (training) has an immediate and direct relationship to productivity. Learning to prepare for a future job (education) has an effect on future productivity. Training and education are effective if the human resource development personnel, management, workers, and union members are all involved. Learning that is not job related (development) has little or no direct effect on current or future productivity. Development can lessen some of the alienation by communicating the organization's concern for the employee and the quality of his/her work life. Development also keeps workers in a constant state of learning readiness. (YLB)

ED 233 222 CE 036 768

Goyen, Loren F.

Selected Characteristics of New Students Enrolled in the Department of Adult Education, 1982-1983.

District of Columbia Univ., Washington, D.C. Dept. of Adult Education.

PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Adult Education; *Career Choice; Demography; Employment Level; Employment Patterns; Family Characteristics; Financial Needs; *Graduate Students; Income; *Individual Characteristics; Marital Status; Postsecondary Education; Questionnaires; *Student Characteristics; *Student Educational Objectives; Student Participation; Surveys
IDENTIFIERS- *University of the District of Columbia

A study, the fourth in a series of annual surveys, examined the characteristics of new students enrolled in the Department of Adult Education at the University of the District of Columbia from the summer of 1982 through the spring of 1983. To obtain a profile of the students' personal backgrounds, educational objectives, and career goals, the researcher collected data from the existing application for admission form for graduate students at the university and from a project-developed questionnaire. Based on data concerning 23 of the 25 new students, the researcher found that the students are predominately black and female with a median age of 32 years. Most of them are first generation college students. Thirty-nine percent of them are highly involved in one or more organizations; 12 are in jobs related to adult education; and most earn between $10,000 and $19,999 annually. A majority of the respondents chose the field of adult education because they felt it would afford them the opportunity to help others, and 74 percent of them plan to pursue a doctoral degree. (Appended to the report are the survey instrument and 48 tables of data summarizing the data collected during this and the previous three surveys.) (MN)

ED 233 237 CE 800 006

Way, Max W.
Using Billboard Posters to Promote Adult Basic Education Public Awareness and Recruitment in Ohio. Program Report.
Scioto Valley Local School District, Piketon, Ohio.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Adult Basic Education; *Adult Literacy; Cost Effectiveness; Illiteracy; Program Effectiveness; Program Evaluation; *Publicity; Questionnaires; State Programs; *Student Recruitment
IDENTIFIERS- Ohio; PF Project

Evaluation and results of a statewide promotional campaign using billboards featuring Johnny Cash to promote public awareness of, and recruitment for, Adult Basic Education (ABE) programs in Ohio are presented with the highlights of the purchasing and distribution activities. Response to a questionnaire sent to all ABE directors in Ohio requesting information on their participation in and/or effectiveness of the advertising campaign in their region provides information in the following areas: (1) distribution, cost, length of time displayed and awareness of displays; (2) public response to, and awareness of, the promotion and the effects on recruitment; (3) ideas for new and continued promotional efforts; and (4) positive responses of a majority of ABE directors and their recommendation for statewide sponsorship of future public awareness and recruitment programs centered on a "theme" or a personality." The questionnaire is included. (JW)

ED 233 378 CS 207 795

Olson, Nancy S.

Using the New Technologies in Language Communication Education. The Talking and Writing Series, K-12: Successful Classroom Practices.

Dingle Associates, Inc., Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC. Basic Skills Improvement Program.
PUB DATE- 83
CONTRACT- 300-81-0400
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Classroom Research; *Communication Skills; *Computer Assisted Instruction; *Computer Programs; *Computers; Curriculum Design; *Educational Technology; Elementary Secondary Education; Language Skills; Language Usage; Microcomputers; Oral Language; *Television; Visual Literacy
IDENTIFIERS- *Theory Practice Relationship

Prepared as part of a series applying recent research in oral and written communication instruction to classroom practice, this booklet examines the role of technology in the classroom. Following a brief discussion of the impact of television on students, the first major section of the booklet explores the power of television as a curriculum tool. The second section reviews the new technologies, such as videodiscs, microcomputers, and word processors; discusses new applications of computers in the language arts; and refutes two myths concerning computers--that they are dehumanizing and that students' interest in computer instruction is due to the novelty of the experience. Other topics discussed in this section include the microcomputer-based curriculum being developed by Bolt, Baranek, and Newman through Department of Education funding; the Writer's Assistant program produced by researchers at the University of California at San Diego; and the microcomputer software developed at the Wisconsin Center for Education Research for use in teaching young children speaking and listening skills. The final section presents some drawbacks of computer instruction. (FL)

ED 233 393 CS 207 811

Hocker, Gail T.
A Course in Beginning English: English (A) Lesson Plans.
Alaska State Dept. of Education, Juneau.

PUB DATE- 80
AVAILABLE FROM- Centralized Correspondence Study, Pouch GA, Juneau, AK 99811 ($27.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Capitalization (Alphabetic); *Correspondence Study; *English Instruction; Form Classes (Languages); *Grammar; High Schools; Independent Study; Punctuation; Secondary Education; Sentence Structure; Units of Study; Verbs; Vocabulary Development
IDENTIFIERS- Alaska; Outlining; Summarization

One of two books prepared for high school level correspondence students in Alaska, this collection of lesson plans stresses problem areas in English grammar. Topics covered in the plans are (1) verbs and their subjects; (2) capitalization; (3) end punctuation; (4) adjectives, adverbs, and prepositional phrases; (5) comparative and superlative degrees; (6) commas; (7) quotation marks; (8) complex sentences; (9) spelling; (10) summarizing; (11) outlining; and (12) vocabulary. Each plan in the book contains a statement of objectives, a self-check test, and a worksheet. Instruction for using the plan book and answer keys for the self-check tests are also included. (FL)

ED 233 409 CS 504 320

Ting-Toomey, Stella
Qualitative Research in Intercultural Communication: An Overview and Recommendations.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication (Thought Transfer); *Communication Research; Cross Cultural Studies; Evaluation Criteria; *Intercultural Communication; Models; *Research Methodology
IDENTIFIERS- *Qualitative Research; *Quantitative Research

Noting the recent growing concern for the theoretical development of intercultural communication, this paper reviews various interpretive schools of thought that have used qualitative research methods in either intracultural or intercultural communication contexts. Following a brief discussion of the differences between qualitative and quantitative research, the first section of the paper delineates the underlying logic and aims of qualitative research in intercultural communication settings, while the second section reviews the interpretive schools that hold promise for intercultural qualitative inquiry. The third section discusses critical methodological issues of validity and reliability. The final section suggests further directions for qualitative research in cross-cultural and intercultural communication contexts. (Author/FL)

ED 233 516 EC 160 037

Olion, LaDelle

Strategies for Meeting the Needs of the Mildly Handicapped Black Adolescent.
PUB DATE- Apr 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Affective Behavior; *Blacks; *Disabilities; Secondary Education; Self Concept; *Teacher Role; *Teaching Methods

The paper addresses issues in the education of mildly handicapped black adolescents. Among ways recommended to meet the needs of this population are promoting affective education, developing a positive self concept, fostering the student's motivation, teaching social behavior through role playing and videotapes, developing students' ability to organize, encouraging students' special talents in sports or other areas, helping students obtain survival strategies, becoming sensitive to the needs of black students, and identifying learning styles and matching them with appropriate teaching styles. In addition, suggestions are made in the curriculum and instructional area, including providing opportunities for incidental learning and teaching students to break down tasks. (CL)

ED 233 550 EC 160 078

Deutsch, Henri; Placona, Michael
The Concept of Home and Family to Mentally Retarded Individuals Placed in Residential Facilities: Implications for Counseling.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Attachment Behavior; Counseling; *Emotional Development; *Family Relationship; Fantasy; *Mental Retardation; Parent Child Relationship; *Psychological Patterns

To examine the way in which mentally retarded children and adults in community living arrangements view notions of home and family, questionnaires were administered to direct care staff working with 151 retarded children and adults. Questionnaire items touched on such aspects as residents' age, sex, length and type of institutionalization, behavior characteristics, and methods used to express ideas of home/family. Results revealed that 85% of the residents expressed ideas of home and family at least occasionally. There were no significant differences in the frequency of expression of ideas of family and home related to sex, functioning level, or type of residence. Trends were found between increasing lengths of separation from home and decreased expression of ideas of home and family, and between frequent contact and increased expression. Other results included that over 19% of the residents used fantasy as a means to express ideas of home, while 14% who spoke frequently of home acted out. The staff identified behavior patterns that were not related to the resident's expression of home and family, but were considered to be affected by the home situation. An increased staff reaction was found when residents' talking about home had a strong emotional content. Implications included the importance of knowing when to refer a resident for professional assistance and of understanding that emotional growth can be hindered by separation from home. (CL)

ED 233 330 CS 007 277

Hoffman, Amy R.; And Others
The Reading Methods Textbook - Changes and Trends.
PUB DATE- 10 Aug 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Content Analysis; *Educational History; Educational Trends; Elementary Education; Higher Education; *Methods Courses; *Reading Instruction; Reading Research; Teacher Education; *Textbook Content; *Textbook Evaluation; Textbook Research; *Textbooks

The content of elementary school reading methods textbooks spanning approximately 100 years was analyzed to note patterns of emphasis for selected topics. Four to six books were chosen for analysis from each of six time periods: 1890 to 1930, and each of the decades from the 1940s to the 1980s. Each book was evaluated with a checklist of 17 major topics usually included in a reading methods course. The number of pages devoted to each topic and the percentage of the total book that number represented were computed. The analysis showed that, in most cases, methods textbook content reflected actual instructional practices. Oral reading, for example, received much coverage in the early 1900s, but little in the 1960s, 1970s, and 1980s. The instructional prominence of the basal reader in the 1950s and the interest in and research about comprehension in the 1980s were both reflected in the textbooks of their respective time periods. Recent interest in children with special needs also received emphasis in the textbooks of the 1970s and 1980s. The findings support the idea that college instructors present a fairly stable body of reading knowledge to preservice elementary school teachers. (FL)

ED 233 485 EA 016 050

A Quick Reference Glossary of Computer Terminology for School Officials and Teachers. ERS Information Aid.
Educational Research Service, Arlington, Va.
PUB DATE- 83
AVAILABLE FROM- Publications, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 218-00076; $10.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- Computer Literacy; Computer Oriented Programs; *Computers; *Educational Technology; Elementary Secondary Education; Glossaries

In response to the growing role of computers in education and the consequent need for computer literacy, this glossary of computer terminology has been developed to assist those responsible for making decisions regarding the use or purchase of either computer hardware or software. The glossary provides several hundred definitions of technical terms involved in computer technology, including examples specific to school instruction and administration. (PB)

ED 233 501 EA 016 069

Mergendoller, John R.
To Facilitate or Impede? The Impact of Selected Organizational Features of Secondary Schools on Adolescent Development. Ecological Perspectives for Successful Schooling Practice.
Far West Lab. for Educational Research and Development, San Francisco, Calif.; Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- EPSSP-82-2
PUB DATE- 82
GRANT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adolescent Development; Affiliation Need; Class Organization; *Educational Environment; Friendship; Individual Development; *Interpersonal Competence; Interpersonal Relationship; Personal Autonomy; Psychology; School Activities; *School Organization; School Size; Secondary Education; Student Role; *Student School Relationship

This report discusses adolescent development by examining psychological research and theory and examining the process of adolescent development in the social context of secondary schools. The author functions from a base of four assumptions: (1) that the contours of adolescent experience can constrain or facilitate adult development, (2) that development represents a balancing of individual accommodation and assimilation of the environment, (3) that development is normative, and (4) that different cultures have different values. Outlined are the interrelated development dimensions of cognitive skills, reality, relatedness, and autonomy. Since the author believes development occurs as a result of individuals' interaction with their environment, research on the effect of school size, student role, and the social organization of the classroom on adolescent development is examined. The research suggests that the typical secondary school has a deleterious effect on adolescent development. Schools are too big, students are often excluded from active roles in governance, and classrooms are often too competitive. In conclusion the author points out that secondary schools provide powerful levers to facilitate as well as to impede the adolescent development process. Included is an extensive bibliography. (MD)

ED 233 253 CG 016 830

Wass, Hannelore
Death Education in the Home and at School.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Adolescents; *Childhood Needs; *Children; *Death; Elementary Secondary Education; Fear; Guidelines; *Parent Role; *School Role; State of the Art Reviews; Television Viewing

During the past 20 years, educators and psychologists have been concerned with death education for children. Considerable material is available on death education; however, research indicates that despite the wealth of resources, little death education occurs in the home or at school. Parents, teachers, and television are all sources of unintended death education. The traumatic effect of omissions, refusals to answer questions, diverting techniques, and negative non-verbal messages used by important people in a child's life cannot be underestimated. If children are to learn about death and dying in a positive, helpful manner, the sense of the inappropriateness of death education for children and the tendency to shield children must be overcome. Based on research, we can conclude that children are interested in death; death concepts develop in four stages consonant with those identified in Piaget's theory of cognitive development in general; adolescents' death anxieties stem primarily from the understanding that death is an irreversible, universal, and inevitable reality; personal experience with death directly and profoundly affects the child; and the types of fears and anxieties children experience are related to developmental stage. Some general guidelines for teachers and parents in dealing with children and death include clarifying personal concepts and attitudes, obtaining up-to-date knowledge about death and dying, using basic knowledge as a frame of reference, and being empathic, active listeners. (AG)

Giles, Francine
The Effects of Doctoral Study on Marriage and Family: An Ethnographic Study.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Doctoral Programs; *Family Life; *Graduate Students; Higher Education; Marital Instability; *Married Students; *Role Conflict; Spouses; *Stress Variables; Student College Relationship; Student Role; Student Welfare

Stresses which accompany graduate education are often a source of marital conflict and disruption for students and their families. To investigate the effects of the graduate experience on intra- and inter-family relationships among married doctoral student couples, and to discover how these students cope with the dual student/spouse role, 16 full-time married doctoral students (8 males and 8 females) and their non-enrolled but employed spouses participated in ethnographic interviews over a 6 month period. Results of ethnographic analyses highlighted four recurring themes: (1) support from spouse and parents (financial, emotional/psychological, academic, and basic needs); (2) factors affecting marital stability (i.e., financial problems, time pressures, children, communication, sexual concerns, role conflict, physical and emotional separation); (3) social relationships and interaction (influenced by such factors as interest in status changes, absence of married peers, fears associated with terminating relationships upon graduation, and special needs of the non-student); and (4) status (affected by such factors as living arrangements, student-spouse role conflicts, measurement of status through enrollment and grades, locus of control, and financial conditions). The results have implications for the role of university and student affairs professionals who deal with the married graduate student. The telephone interview and interview questions are appended. (Author/WAS)

ED 233 298 CS 007 123

OK-NEWS: Oklahoma Newspapers - Educational Windows for Students.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Bulletin Boards; *Creative Writing; Elementary Secondary Education; Learning Activities; *Newspapers; News Writing; *Reading Comprehension; Reading Instruction; Resource Units; *Student Motivation; *Study Skills; Teaching Guides; *Vocabulary Skills
IDENTIFIERS- Oklahoma; PF Project

Teaching ideas and learning activities for using newspapers to improve reading achievement, reading motivation, and writing skills are provided in this guide. Most of the guide consists of student activity sheets and is designed to assist elementary and secondary teachers in the use of newspapers as teaching tools. The eight sections (and their subsections) are: (1) the purpose of newspapers (the first amendment, functions or responsibilities, what makes news, and how a news article is written); (2) using the newspaper in your classroom (introduction, why use newspapers for reading instruction, and organizing class instruction); (3) behind the scene (advertising department, reporters, photographers, field trips, and other resources); (4) touring the newspaper (introduction and script); (5) vocabulary; (6) sections of a newspaper; (7) newspaper readiness (readiness and scavenger hunt); and (8) activities (comprehension, study skills, vocabulary, creative writing, newspaper page activities, and bulletin board ideas). (DC)

ED 233 313 CS 007 244

Duffy, Gerald G., Ed.; And Others
Comprehension Instruction: Perspectives and Suggestions.
Illinois Univ., Urbana. Center for the Study of Reading.; Michigan State Univ., East Lansing. Inst. for Research on Teaching.
REPORT NO.- ISBN-0-582-28406-6
PUB DATE- 84
AVAILABLE FROM- Longman Inc., 1560 Broadway, New York, NY 10036 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Beginning Reading; Classroom Environment; *Cognitive Processes; Content Area Reading; Elementary Secondary Education; Learning Theories; Questioning Techniques; Readability Formulas; *Reading Comprehension; *Reading Instruction; *Reading Research; Schemata (Cognition); *Teacher Behavior; *Teacher Effectiveness; Textbooks
IDENTIFIERS- *Direct Instruction

Prepared by members of the Institute for Research on Teaching and the Center for the Study of Reading, the papers in this collection examine reading comprehension as an interactive process and explore how comprehension instruction occurs in the complex workplace of the classroom. Specific topics discussed in 20 papers include the following: (1) the reader's perceptual processes, (2) a schema-theoretic view of the reading process as a basis for comprehension instruction, (3) teacher planning and reading comprehension, (4) the function of seatwork in a commercially developed curriculum, (5) the forms and functions of writing in a teacher-developed curriculum, (6) schools as a context for instruction, (7) readability formulas and comprehension, (8) workbooks that accompany basal reading programs, (9) children's preconceptions and content area textbooks, (10) direct explicit teaching of comprehension, (11) the quest for meaning from expository text, (12) verbal patterns of teachers, (13) question related activities and their relationship to reading comprehension, and (15) the problem of "inconsiderate text." (FL)

ED 233 471 EA 016 034

Wallace, Richard C., Jr.
School District Initiatives in Response to Board Priorities.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Achievement; Behavioral Objectives; Computer Assisted Instruction; Declining Enrollment; Elementary Secondary Education; *Instructional Improvement; Program Development; *Program Effectiveness; *Teacher Centers; Teacher Education; Testing
IDENTIFIERS- *Pennsylvania (Pittsburgh)

District programs developed in 1980-83 to address improvement priorities of the Pittsburgh Board of Education include Monitoring Achievement in Pittsburgh (MAP), Pittsburgh's Research-Based Instructional Supervisory Model (PRISM), and the School Improvement Project (SIP). MAP programs in math, writing, reading, and critical thinking bring together explicit statements of learning outcomes, regularly administered criterion referenced tests, computerized printouts of each student's mastery for teachers' planning purposes, instructional materials keyed to identified objectives, and inservice training for teachers and administrators. As a result of the program, elementary students scored at or above grade level for the first time in 15 years. PRISM III is intended to increase student achievement and the effectiveness of personnel evaluation and to manage an enrollment decline. By restaffing a secondary school with the district's best teachers, a teacher center will be established where secondary teachers will be able to spend 8 weeks in order to observe exemplary instruction in a real setting, sharpen their instructional skills, practice new techniques, receive feedback, translate theory into practice, update their knowledge of their specific subject and of teaching technology, obtain a broad perspective on contemporary youth culture, and receive support on return to their home school. (MJL)

ED 233 189 CE 036 679

Mathematics in the Needle Trades. Computing Piecework. Module 2.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Clothing Instruction; Equipment; Home Economics; Independent Study; Learning Activities; Learning Modules; *Mathematical Applications; *Mathematics Instruction; *Needle Trades; Occupational Home Economics; Occupational Information; Postsecondary Education; Secondary Education; *Sewing Instruction; *Sewing Machine Operators; Wages
IDENTIFIERS- *Piecework; South Carolina

This module on computing piecework, one in a series on the needle trades, contains the following components: an introduction, directions, an objective, learning activities, student information, student self-check, check-out activities, and an instructor's final checklist. The module presents information on the piecework pay plan, such as determining hourly quotas, determining earnings per bundle, and calculating the incentive pay plan. The material is illustrated with line drawings. (KC)

ED 233 209 CE 036 735

Flynn, Meredith, Comp.; And Others
A Guide for Using the Student Profile for Placement in Cooperative Vocational Education Programs.
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Academic Achievement; Academic Aptitude; *Cooperative Education; Guidelines; *Profiles; *Records (Forms); Secondary Education; Student Evaluation; *Student Placement; *Student Records; Testing; *Vocational Education; Vocational Interests; Work Attitudes
IDENTIFIERS- New Jersey; *Student Profile (Form)

This guide is designed to familiarize counselors with the use of the Student Profile as a tool for placing students in cooperative vocational education programs in New Jersey. (The Student Profile, a two-page form, was developed to assist in the process of obtaining information from students' permanent records for the purpose of placing cooperative industrial education students in jobs.) Described in the handbook are the sections of the profile that deal with the following areas: vocational interests, aptitudes, achievement, and work attitudes. A copy of the Student Profile concludes the guide. (MN)

ED 233 268 CG 016 846

Hogan, John T.
Culture-Shock and Reverse-Culture Shock: Implications for Juniors Abroad and Seniors at Home.
PUB DATE- 14 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Students; *Counselor Role; Cultural Awareness; Cultural Interrelationships; *Culture Conflict; *Foreign Culture; Higher Education; State of the Art Reviews; Student Attitudes; Student Experience; Student Needs; Student Personnel Workers; *Student Reaction; *Study Abroad

Thousands of college seniors who have returned from their junior year abroad may be enduring "reverse culture shock" or "reentry crisis." Social psychology and sociology, in the form of "sojourn research," has derived a developmental, stage specific model of culture shock and reverse culture shock, similar to the grieving process identified by Kubler-Ross. The college senior moving from the world of school to the world of professional employment experiences a form of culture shock. Many returning academic sojourners' experience the double stress of both reentry into American culture as well as entry into the seemingly alien environments of business and industry. The failure to successfully meet the challenge of reverse culture shock can result in confusion and alienation or geographic expatriation or psychological expatriation. The extreme reaction is a zealous conversion to the new culture, not unlike a cult experience. Unless culture shock is seen as a developmental crisis, a valuable opportunity for growth is being lost. Student affairs professionals can consider the implications of helping students parlay the transitional experience of traveling between cultures into a heightened sense of identity. (Author/WAS)

ED 233 426 CS 504 367

Goldhaber, Gerald M.; And Others
Network Analysis from a Functional Perspective.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Research; Data Collection; *Network Analysis; *Organizational Communication; *Organizations (Groups); *Research Methodology; Systems Analysis
IDENTIFIERS- *Communication Patterns

To explore communication patterns within organizations, a network analysis was conducted of a large New York financial institution with 98 departments and 66 branches. Functional analysis revealed that departments had more and stronger communication linkages than did branches. Departments were also closer in communication distances than branches. Branches, however, showed higher levels of integration than departments. These results suggest that, in investigations of highly differentiated, complex organizations, focusing on the communication patterns of functional units, rather than of individuals, eases problems in data collection and avoids unreliable self-reports. (MM)

ED 233 441 EA 015 863

Morgan, James M.
The Cincinnati School-Based Management Information System.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Decision Making; Demonstration Programs; Educational Planning; Elementary Secondary Education; Information Needs; Information Services; Management by Objectives; *Management Information Systems; Needs Assessment; Program Evaluation; Program Implementation; *School Administration; *School Districts; Tables (Data)
IDENTIFIERS- *Cincinnati Public Schools OH

This report summarizes recent Cincinnati (Ohio) Public Schools efforts to develop systematic approaches to generating information for school and district administrators. The result of these efforts is a School-Based Information System (SIS) that provides the district's 57 elementary and 22 secondary schools with information in such areas as student and staff characteristics and achievement test results. Computer printouts provide both annual data and trend profiles for use in needs assessment and goal setting. School goals established by Local School Advisory Committees and summarized according to elementary and secondary levels and administration areas are used by the superintendent and his advisors to set priorities for the coming year. To aid in planning and implementation, a Local School Budgeting program has been developed to supplement School Management Plans prepared at the beginning of each year and reviewed on a quarterly basis. Finally, information is gathered for the purpose of program evaluation. Although 1982-83 was the first operative year of the Cincinnati SIS, results already indicate, according to the author, that the system will contribute to improved school management decision-making. The bulk of the report consists of 11 appendixes providing examples of the kinds of information collected by Cincinnati's SIS. (JBM)

ED 233 486 EA 016 051

Miller, David P.

Mastery Learning: A Statewide Initiative Implemented through Local Effort.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrators; *Curriculum Development; Elementary Secondary Education; *Inservice Teacher Education; Institutes (Training Programs); Instruction; *Instructional Improvement; Lesson Plans; *Mastery Learning; Program Evaluation; *Program Implementation; Recordkeeping; Staff Role; *State School District Relationship; Superintendents; Teacher Education; Team Teaching; Technical Assistance; Training; Underachievement; Volunteers

This paper reports on a study of the 1980 Maryland State Department of Education school improvement project utilizing Mastery Learning. It examines the instructional process implementation, the impact of one pilot school, and the statewide program through observation, surveys, interviews, document analysis, and participant self-reports. Data were analyzed by site, role, and activity area. The findings are reported for two levels: statewide and within the pilot school. The results indicate that Mastery Learning is effective and appropriate as an instructional improvement process at all grade levels (K-12) and in a wide variety of subjects. Implementation requires considerable time and effort, and teachers expressed dislike for the amount of planning time and recordkeeping required by the program. This study demonstrates that a state department of education can improve instruction with limited financial input and legislation. Significant features of the program include: a cross-hierarchical team training approach; state department of education leadership and assistance; voluntary participation; and a team effort. The author states that Mastery Learning works, but longitudinal studies are needed to determine the cumulative and sustained effect for students. (MD)

ED 233 517 EC 160 038

Rose, Susan; And Others
Computer Graphics and Creativity/Problem Solving Skills with Deaf and Severely Language Disordered Students: Parts I, II, and III.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Graphics; Computer Programs; *Creativity; Deafness; *Hearing Impairments; *Nonverbal Learning; *Problem Solving; Visual Learning

Three papers focus on applications of computer graphics with deaf and severely language impaired children. The first describes a drawing tablet software that allowed students to use visual and manipulative characteristics to enhance problem solving and creativity skills. Students were thus able to solve problems without the obstacles of language. The second article goes into greater detail about the software, with examples given for tasks of pattern recognition, numeric matrix, coding and decoding, and verbal activities. The software is designed to allow teachers to create graphic symbols for a variety of learning tasks. The final article describes a program in which a microcomputer was used to create visual imagery with children 8-15 years old. Operation requirements for the program are detailed. (CL)

ED 233 130 CE 035 778

Trollan, Constance
Stress Management. A Challenge for Adult Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Education; Adult Programs; *Change; *Coping; *Educational Responsibility; Individual Needs; Lifelong Learning; Program Development; Stress Variables; *Well Being
IDENTIFIERS- *Stress (Biological); *Stress Management

The goal for the adult educator in modern society is to help individuals gain the competencies to function adequately with perpetual change. Adult education should plan and implement stress management programs as an educational activity that is a basis upon which people can learn to adapt to societal stress and rapid social evolution. The health care system has focused on pathology with individuals considered as passive patients. An emerging paradigm of health parallels the andragogical principles of adult education developed by Knowles. This approach, which emphasizes self-directed learning, should be adopted by adult educators planning and implementing stress management classes in order to facilitate optimum learning opportunities. Stresses of daily life can have deleterious effects upon one's health. Stress management programs offered by adult educators can teach coping strategies and/or exercises. The andragogical health educator can increase the effectiveness of health teachings by encouraging self-care, balance, and harmony. (YLB)

ED 233 144 CE 036 603

Burrow, Jim; Ditzenberger, Roger

Coordination Techniques. Module Number 2. Work Experience Program Modules. Coordination Techniques Series.

Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.; Northern Iowa Univ., Cedar Falls. Dept. of Business Education and Administrative Management.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE- 82
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Administrator Role; Autoinstructional Aids; Behavioral Objectives; *Cooperative Education; *Coordination; Educational Cooperation; *Instructor Coordinators; Learning Modules; *On the Job Training; Pretests Posttests; School Business Relationship; Secondary Education; Special Education Teachers; Student Evaluation; *Teacher Education; Teacher Role; Vocational Education; Vocational Education Teachers; *Work Experience Programs

This self-instructional module, one of 16 on techniques for coordinating work experience programs, provides preservice and inservice educational materials for teacher-coordinators supervising on-the-job training. The two goals for this module are to know the teacher-coordinator's role in coordinating on-the-job training and to be able to identify and describe effective coordination techniques. For each goal, these materials are provided: an optional pretest, informative material, and a self-check. Other module contents include a module posttest, pre- and posttest answer keys, a list of resources for additional information, and sample forms to be used to implement effective coordination techniques. (YLB)

ED 233 160 CE 036 621

The Development of an Evaluation Instrument for Computer Programs with Application in Vocational Education. Final Report.

Oregon State Univ., Corvallis. Vocational-Technical Education Dept.

SPONS. AGENCY- Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
PUB DATE- 9 May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Community Colleges; Computer Assisted Instruction; Computer Literacy; *Computer Oriented Programs; Computer Programs; Computers; Databases; Disabilities; Disadvantaged; English (Second Language); Equipment Evaluation; *Evaluation Criteria; *Evaluation Methods; Information Dissemination; Information Storage; Secondary Education; Sex Fairness; Two Year Colleges; *User Satisfaction (Information); *Vocational Education
IDENTIFIERS- Oregon

This project was conducted to develop and validate an evaluation instrument for computer programs with application in vocational education. The project consisted of six components: (1) review of existing evaluation models for educational computer software; (2) development of the evaluation instrument: (3) testing the evaluation instrument; (4) modification and revision of the evaluation instrument; (5) diffusion of the evaluation instrument; and (6) project administration. The evaluation instrument was developed with the cooperation and assistance of an active advisory committee, which recommended the incorporation of a user's guide into the instrument. The instrument and guide were developed to ensure freedom from sex and racial/ethnic bias and stereotyping and to meet the special needs of learners who are disadvantaged or handicapped or who have limited English competence. The evaluation instrument developed through this project will allow vocational teachers to evaluate software, hardware requirements, and usability. As a result of the project, the following recommendations were made: (1) evaluation instruments be disseminated to all secondary and community college vocational teachers; (2) a data-based computer management system be established to file the completed evaluations by vocational program area and level; and (3) the system be established as part of the Oregon State University/Oregon Department of Education Program Improvement Center to collect and maintain the database and disseminate the evaluations to teachers around the state. (The evaluation instrument and user's guide are included in the report.) (KC)

ED 233 174 CE 036 650

Vocational Rehabilitation Program Standards Evaluation System. Final Report, Volume IV: Training Materials. Presentation Plans and Overheads.

Berkeley Planning Associates, Calif.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 8 Jun 82

CONTRACT- HEW-105-79-4000
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Case Studies; *Educational Assessment; Evaluation Criteria; *Evaluation Methods; Followup Studies; Guidelines; *Inservice Education; Instructional Materials; Lesson Plans; Postsecondary Education; *Program Evaluation; Program Implementation; Staff Development; Standards; Systems Analysis; *Vocational Rehabilitation
IDENTIFIERS- *Evaluation Standards; Rehabilitation Act 1973

These training materials are part of a four-volume set dealing with the Vocational Rehabilitation Program Standards Evaluation System (VRPSES). (VRPSES is concerned with evaluation standards developed to measure the performance of the vocational rehabilitation program in achieving its mandate.) Covered in the volume are the following topics: an overview of the program standards system, computing and presenting the eight performance standards, administering the closure and follow-up surveys, the five procedural standards, and an introduction to the modified case review schedule. Each section contains presentation plans and overhead transparency masters. (MN)

ED 233 223 CE 036 769

Greenan, James P.

Identification of Generalizable Skills in Secondary Vocational Programs.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administration; Agricultural Education; Basic Skills; Business Education; Communication Skills; *Educational Needs; Educational Research; Home Economics; Industrial Education; Interpersonal Competence; Marketing; Mathematical Applications; Psychomotor Skills; Secondary Education; *Skill Analysis; *Skills; *Vocational Education
IDENTIFIERS- Illinois

The purpose of this study was to determine the skill areas that are generalizable across secondary vocational training program areas in the 32 vocational centers in Illinois. The major research problem was to (1) develop, validate, and determine the reliability of an instrument and (2) identify which mathematics, communications, interpersonal relations, reasoning, and other skills were generalizable across programs in secondary agriculture; business, marketing, and management; health; home economics; and industrial occupations training. Following a review of the literature, a survey instrument was developed and administered to 593 secondary vocational education teachers in the 32 vocational centers in the five program areas. The questionnaires gathered descriptive data regarding the relative importance of a list of skills, as perceived by teachers, in terms of being necessary for students to perform successfully in the vocational training programs in which they were enrolled. The results of the study suggested that the concept of generalizable skills existed and was reliable and valid in terms of being capable of identifying the skills that are basic to, necessary for success in, and transferable/common across secondary vocational training programs. Students need high levels of skills in the generalizable skill areas of mathematics, communications, interpersonal relations, and reasoning to succeed in several secondary vocational training programs. Recommendations were made to periodically update the list of generalizable skills and to explore other skill applications. (A list of the generalizable skills and the areas to which they relate is included in the document.) (KC)

ED 233 238 CE 800 009

Hunter, Andrea; Hamar, Rosslind
Teaching Independent Living Skills to Youth. Ideas for Action in Education and Work, Issue 3.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Nov 81
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTIONS- Community Resources; *Curriculum Development; *Daily Living Skills; Educational Resources; Guidelines; Needs Assessment; Program Design; *Program Development; Secondary Education; *Youth Programs
IDENTIFIERS- PF Project

A three-step process for developing a program to help youth learn independent living skills is described. The steps are: (1) identifying and ranking specific skills; (2) developing curriculum packages; and (3) involving adults from the local community to help teach those skills to youth. A list of 20 independent living skills is offered along with a recommendation to consider other skills which may be important to individual communities. Strategies for choosing from among these skills and for prioritizing them are provided. A guide to developing a survival skills curriculum includes a seven-step process and a sample curriculum. A list of printed resources, available from the Northwest Regional Educational Lab, resource organizations and people (primarily located in the northwestern United States) conclude the document. (DC)

ED 233 347 CS 207 630

Page, Judy Lynn
Understanding Susan Sontag's Critique of Communism and the Democratic Left: Confession? Conversion? Conundrum?
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Copyrights; Discourse Analysis; Oral Language; *Persuasive Discourse; *Political Attitudes; *Rhetoric; *Rhetorical Criticism; *Speeches; World Problems

IDENTIFIERS- Audience Response; *Poland; *Sontag (Susan)

Provoking violent controversy, Susan Sontag's speech, "The Lesson of Poland," is an example of subversive rhetoric. Delivered at a February 6, 1982, show of support for the recently oppressed Polish people, Sontag's speech, like other modernist writing, did not seek a consensus with the audience, but challenged its whole scheme of values. Exhibiting the three characteristics of subversive rhetoric--anti-ethos speaking, the "devil theory" of persuasion, and pervasive irony--Sontag redefined Communism, equating it with fascism and giving it satanic traits; condemned the hypocrisy of capitalist nations; and criticized the Left for not taking an anti-Communist stand. She accused partisans--and, ironically, herself--of smug self-righteousness. Her speech was, in effect, an effort to shock captive minds out of old habits of thought and worn-out rhetoric. Her decision afterward to copyright her remarks and delete a portion from the text she authorized for publication, raised debate over copyright law provisions and First Amendment rights of newspapers, and caused condemnation of her ostensible motives to "purge" and "copyright" the truth. (MM)

ED 233 363 CS 207 767

Tims, Albert R.; Chaffee, Steven H.
A Test of the Cumulative Acquisition Model of Adolescent News Media Use.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adolescent Development; *Adolescents; Cognitive Processes; Developmental Stages; Family Role; Longitudinal Studies; *Media Research; *Models; *News Media; Political Attitudes; *Political Socialization; Politics; State Surveys; Validity
IDENTIFIERS- *Media Use

A study tested the cumulative acquisition model proposed by S. H. Chaffee and A. R. Tims to explain the development of adolescent patterns of news media use. The Guttman scale procedure was used to analyze patterns of news media use across a three-wave panel survey of 366 parent-child pairs over a 2-year period. In each wave, interviewers talked first to the child, then to the parent concerning a wide range of topics dealing with the 1980 presidential campaign, perceptions of the candidates, attitudes toward the government and social institutions, interpersonal communication about politics, mass media usage, partisan political orientations, political beliefs, and social values. Longitudinal patterns of news media use showed that the only evidence of a cumulative growth in usage was for children in the fourth through sixth grades at the outset of the study. The developmental patterns were not consistent with the requirements of a Guttman scale at two of the three measurement points. Generally, television news exposure did not emerge prior to the regular use of print media, and the acquisition of print media use did not take place at the expense of television news viewing. This pattern is substantially consistent with the notion of a cumulative process. (Author/FL)

ED 233 379 CS 207 796

Staton, Jane

Thinking Together: Language Interaction in Children's Reasoning. The Talking and Writing Series, K-12: Successful Classroom Practices.

Dingle Associates, Inc., Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC. Basic Skills Improvement Program.
PUB DATE- 83
CONTRACT- 300-81-0400
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Classroom Communication; Classroom Research; Cognitive Processes; Communication Skills; *Creative Thinking; *Critical Thinking; *Dialogs (Language); Educational Theories; Elementary Secondary Education; Language Skills; *Language Usage; Learning Activities; *Student Teacher Relationship
IDENTIFIERS- *Theory Practice Relationship

Prepared as part of a series applying recent research in oral and written communication instruction to classroom practice, this booklet examines the language interaction that takes place between student and teacher and between student and student whenever a geniune dialogue about an important event or problem occurs. The first section of the booklet examines the connection between dialogue and thinking and looks at classroom dialogue as: (1) a means of allowing teachers to find out if students know right answers, and (2) a conversational partnership. The section also discusses written conversations as a way of thinking. The second section explores in detail how dialogue works, describes the concept of interactional scaffolding, and reviews the conditions for dialogue. The third section explores whether dialogue and social interaction help students to think differently, and the fourth suggests ways teachers can engage students in more thinking together. The booklet contains a number of examples of student work. (FL)

ED 233 394 CS 207 812

Hocker, Gail T.
A Course in Beginning English: English (B) Lesson Plans.
Alaska State Dept. of Education, Juneau.
PUB DATE- 80
AVAILABLE FROM- Centralized Correspondence Study, Pouch GA, Juneau,

AK 99811 ($27.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Correspondence Study; *English Instruction; *Grammar; High Schools; Independent Study; *Literature Appreciation; Reading Comprehension; Units of Study
IDENTIFIERS- Alaska

One of two books prepared for high school level correspondence students in Alaska, this collection of lesson plans stresses problem areas in English grammar and the comprehension of literature. Topics covered in the plans are (1) subjective, objective, relative, possessive, and indefinite pronouns; (2) possessives; (3) sentence fragments and run-ons; (4) synonyms, antonyms, and homonyms; (5) diagramming simple sentences; (6) transitive and intransitive verbs; (7) paragraph organization; (8) topic sentences; (9) theme writing; (10) novel study; (11) poetry; (12) tall tales; (13) myths; (14) dangling modifiers; (15) "The Red Badge of Courage"; (16) commas and colons; (17) letter writing; (18) forms, resumes, and cover letters; and (19) "The Ransom of Red Chief." Each plan contains a statement of objectives, a self-check test, and a worksheet. Instructions for using the book and answer keys for the self-check tests are also included. (FL)

ED 233 410 CS 504 322

Hample, Dale
The Effects of Concreteness and Negation on the Difficulty of Hypothetical, Disjunctive and Linear Syllogisms.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Research; Higher Education; *Language Processing; Language Research; *Logic; *Logical Thinking; *Problem Solving
IDENTIFIERS- *Concreteness (Language); *Negativism; Syllogisms

Three studies investigated the effects of concrete versus abstract wording and negative versus positive premises on the difficulty subjects had in solving several kinds of reasoning tasks. Subjects for all three studies were college undergraduates who received booklets containing either hypothetical, disjunctive, or linear syllogisms. Each booklet explained the difference between "valid" and "true" and gave an example of a valid untrue categorical syllogism. For each problem in the booklets, subjects were given two premises and instructed to write out a valid conclusion. Half the problems were constructed with positive premise components, and half included negatives; half used concrete nouns, and half used abstract words. After finishing the problems, subjects were asked to write whether they had used a special method for solving the problems and whether they had formed mental images. Subjects were also asked to specify their sex, year in school, and whether they had ever studied logic. Results showed that valid problems were easier to solve and that negation made the syllogisms harder, except for invalid hypothetical problems. The effect of concreteness depended on problem type: it facilitated hypothetical, hindered disjunctive, and had no impact on linear reasoning. (FL)

ED 233 456 EA 015 878

McLaughlin, Terence
Principals, Whither Will You Lead Us?
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrator Role; *Catholic Schools; High Schools; *Leadership Responsibility; *Principals; Public Affairs Education; School Role; Social Change; Social Problems; *Values Education

In addition to acting as good day-to-day administrators, principals of Catholic high schools should be leaders in the area of ideals, expressing and putting into action perceptions that remain below the level of consciousness of others. They may choose that their schools emphasize more important values, perhaps at the expense of traditional school activities. In order to challenge students and faculty to deeper insight, they should speak out on societal conflicts and place capable students and faculty in responsible roles, creating outlets for their potential through service and meaningful new rituals. Principals should reevaluate overglorified activities such as athletics and publish statements on the role of athletics in their schools. They should organize preventive programs, promoting, for example, an awareness of the risks of alcoholism by encouraging public discussion. In addition to addressing the problems of poverty, nuclear arms, abortion, and war, principals should support the multicultual needs of society and act as a ballast in the technological revolution. They should perceive the dwindling clientele of Catholic high schools and lobby for tuition tax credits to increase Hispanic and Black enrollment. Through their questioning, principals can help form a general conscience. (MJL)

ED 233 534 EC 160 060

Cohen, Libby
Euthanasia of Severely Handicapped Infants: Ethical Issues.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Child Advocacy; *Death; Decision Making; Disease Control; *Ethics; Family Problems; Helping Relationship; Infants; *Medical Services; *Mental Retardation; Moral Values; Physicians; Professional Associations; Quality of Life; *Severe Disabilities
IDENTIFIERS- *Euthanasia

Ethical decisions are involved in life and death decisions for severely handicapped infants. Although it has become common practice for physicians not to treat severely handicapped infants, the ethical considerations involved in euthanasia are complex. A review of the literature reveals that concerns center around the quality of life of the defective infant and of the family, the sanctity of life, and protection of fundamental rights for the parents and child. It appears that many individuals who have a physical anomaly, such as a heart defect, are assisted in dying because they are mentally retarded. Because of these trends, members of professional organizations should be available to counsel and support families when a severely handicapped infant is born. In addition, financial assistance should be made available to parents to help allay the costs associated with prolonged medical care of a severely handicapped infant, and major organizations that advocate on behalf of the severely disabled should take decisive steps to ensure that the rights of severely handicapped infants are protected when life and death decisions are made. (SW)

ED 233 551 EC 160 079

Deutsch, Henri; Placona, Michael
Psychotherapeutic Approaches to Dealing with Mentally Retarded Adolescents and Adults in Community Settings.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- *Health Services; *Mental Health

Fifty-one professionals from fields of education, psychology, nursing, counseling, social work, and direct care completed a questionnaire intended to examine therapeutic approaches used with mentally retarded persons who are also emotionally disturbed. Questionnaires were accompanied by case studies of three mildly retarded young men. Treatments chosen with the greatest frequency were individual and family therapy, behavior modification, and group therapy. Out of a possible 306 treatment options, the choices of behavior modification and psychotherapy were selected 194 times. Selection of either approach was dependent on the type of case presented, suggesting that the decision may reflect basic social values and norms about the needs of certain types of clients. Neither degree or education appeared to affect treatment choice. When all cases were combined, psychotherapy was chosen more frequently than behavior modification. The two treatments were largely judged to be mutually exclusive, a view that may be an outgrowth of the history of behavior modification. (CL)

ED 233 190 CE 036 680

The Single Needle Lockstitch Machine. Constructing Darts. Module 3.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; *Clothing Instruction; *Equipment; Home Economics; Independent Study; Learning Activities; Learning Modules; Needle Trades; Occupational Home Economics; Occupational Information; Postsecondary Education; Secondary Education; *Sewing Instruction; *Sewing Machine Operators
IDENTIFIERS- *Darts (Clothing); *Sewing Machines; South Carolina

This module on constructing darts, one in a series on the single needle lockstitch sewing machine for student self-study, contains two sections. Each section includes the following parts: an introduction, directions, an objective, learning activities, student information, student self-check, check-out activities, and an instructor's final checklist. The sections cover the following topics: constructing straight and shaped darts and constructing double pointed darts. The material is illustrated with line drawings. (KC)

ED 233 284 CG 016 863

Conyne, Robert K.
The CORE Model to Student Organization Development.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; Extracurricular Activities; Group Dynamics; *Group Experience; Group Unity; Individual Development; *Intervention; Models; *Organizational Development; Participant Satisfaction; Postsecondary Education; *Student Development; *Student Organizations; Student Participation

Student organization development (SOD) is an emerging technology for conducting intentional student development through positive alteration of student organizations. One model (CORE) for conceptualizing SOD is in use at the Student Development Center of the University of Cincinnati. The CORE model to SOD is comprised of three concentric rings, the central ring containing the four CORE conditions (Cohesion, Organization, Resourcefulness, and Energy) which activate an organization to satisfactorily meet its needs. These student organizational needs, which represent mid-range goals and comprise the second ring of the model, are fund raising, maintaining attendance, recruitment, motivating members, assuming leadership, improving communication, and group unity. The outer ring of the model includes ten student development domains, i.e., forming friends; establishing identity; expressing feelings; developing personal, interpersonal, environmental, and task competencies; developing purpose; career preparation; and enjoyment. These ten domains are the long-range outcome goals of student organization development. (WAS)

ED 233 299 CS 007 161

Olson, Mary W.
A Description of the Single Preparatory Reading Methods Course for Preservice Teachers.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Students; Course Descriptions; *Field Experience Programs; Higher Education; *Methods Courses; *Preservice Teacher Education; *Reading Instruction; Reading Teachers

Recognizing the importance of creating quality reading teachers, this paper describes a 15-week reading methods course incorporating university instruction with well-supervised field experience. Optimum conditions of easy access to schools and children, an abundance of basal and supplementary materials, and five hours per week of student time are assumed. One to three days of university instruction weekly, during which college students explore major reading topics through general texts and journal articles are suggested. For the remainder of the week, the paper proposes that students both observe how effective elementary and intermediate school teachers handle these topics, and develop their own lessons. The syllabus for this course, presented with suggestions for university and field assignments, includes the following topics: (1) the nature of reading, (2) the importance of language, (3) reading skills, (4) reading comprehension, (5) the Informal Reading Inventory, (6) the language experience approach, (7) basal readers, (8) individualized reading, (9) strategies for understanding narratives and expository paragraphs, (10) children's literature, and (11) grouping for instruction. Appendixes contain reading and study guides for journal articles, a glossary of reading terms, bibliographies of children's literature and guides for choosing children's books. (MM)

ED 233 314 CS 007 245

Anderson, Jonathan
Cohesion, Comprehending and Comprehensibility.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Coherence; *Cohesion (Written Composition); *Difficulty Level; Elementary Secondary Education; *Evaluation Methods; Reading Materials; *Reading Material Selection; Reading Research
IDENTIFIERS- *Linguistic Analysis; *Text Coherence; Text Structure

At a workshop exploring practical methods that elementary and secondary teachers may use to analyze texts, three parallel texts were subjected to three forms of analysis: subjective analysis, examination of cohesive ties, and linguistic analysis of selected text variables such as word and sentence length. The subjective ranking of the passages' difficulty illustrated the varied factors on which individual judgments are based. Calculation of the percentage of grammatical and lexical ties per word and per sentence failed to correspond to workshop participants' subjective judgments of difficulty, suggesting that the connection between cohesion and comprehensibility needs to be investigated further. Rix scores--obtained for each passage by counting the number of long words, dividing by the number of sentences, and multiplying by 100--corresponded roughly to the subjective ratings. While providing an objective measure, the Rix scale's equation of sentence and word length with sentence and word complexity is questionable. Although these measures are indirect, they may nevertheless provide teachers with help in critically evaluating classroom texts. (MM)

ED 233 331 CS 007 278

Kim, Byong Won
Reading Comprehension in Korea: A Text-Oriented Linguistic Approach.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; Cross Cultural Studies; Elementary Secondary Education; *English (Second Language); *Korean; Language Patterns; Language Research; Linguistics; *Native Language Instruction; *Reading Comprehension; *Second Language Instruction; Semantics; *Teaching Methods; Test Interpretation; Textbook Research
IDENTIFIERS- *South Korea; Text Structure

An analysis of Korean language textbooks currently used by Korean children and of nationally-administered reading comprehension test items for high school graduates reveals a text-oriented reading comprehension approach in South Korea. Text orientation--seeing individual words, phrases, and sentences as semantically unified into a meaningful whole--reflects the organization of the Korean language. A comparison of the Korean and English-as-a-Second Language sections of Korea's National Preliminary Test for College Entrance revealed three significant differences between the sections: while only single texts were used in English reading comprehension, 73% of the items in Korean required students to compare texts; two-thirds of the English text comprehension focused on single words or small portions of texts compared to only half of the Korean; and the English text, unlike the Korean, asked no questions about text types and textual structure. These differences suggest that reading comprehension in English as a foreign language in Korea is less text-oriented than Korean reading comprehension. (MM)

ED 233 427 CS 504 369

Manning, Helen H.
Directions.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Planning; *College Programs; *Departments; Educational Trends; Higher Education; *Speech Communication; *Speech Curriculum; Student Needs; *Theater Arts

To examine the current status of speech and theatre departments in small (1000 to 3000 students) U.S. liberal arts colleges, 24 colleges in the Midwest and Great Lakes areas were surveyed. The survey revealed that the colleges organized speech and theatre in one of four ways; they either (1) combined departments, (2) split the two into separate departments, (3) subsumed both under a third department, or (4) had either a speech or a theatre department. Survey findings indicated that reasons for departmental splits included fighting between the divisions and administrative pressure, while combined departments were the product, in part, either of strong departmental conviction that both speech and theatre are part of communication or of a fear that division would weaken one or both parts of the department. The survey also revealed that in some cases separation strengthened each branch and that some combination departments appeared to be two departments under one head. The lack of consistency among college programs is indicated by the great number of names given to college speech communication departments. (MM)

ED 233 254 CG 016 831

Wass, Hannelore
Resources for Helping Young Children Deal with Death.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Audiovisual Aids; *Childrens Literature; *Death; Elementary Education; Instructional Materials; Organizations (Groups); Periodicals; Reading Materials; *Resource Materials; Young Children

This bibliography contains selected resources (1965-1983) to help parents and teachers assist young children with death-related concerns. Included are materials for adults: an annotated list of books on death (13 citations); a bibliography of articles about children and death from recent literature (50 citations); and an annotated list of periodicals and organizations concerned with death, dying, and bereavement (5 entries). Materials for children are: an annotated bibliography of books about death with recommended age levels (15 citations); and an annotated list of audio-visual materials (7 citations). (AG)

Moll, Marita
Principals and Vice-Principals. Bibliographies in Education No. 76.
Canadian Teachers' Federation, Ottawa (Ontario).
REPORT NO.- C-83101; ISBN-0-88989-148-6
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Assistant Principals; Elementary Secondary Education; *Principals

This bibliography on principals and vice-principals, the fourth such bibliography published by the Canadian Teachers' Federation, lists materials on the topic published since August 1978. Unlike its predecessors, this bibliography of 759 entries is annotated wherever possible and arranged by subject for easier access to specific kinds of information. Identification numbers are provided for material in the ERIC system. (MLF)

ED 233 518 EC 160 039

Del Polito, Carolyn M.
Multidisciplinary Education: Core Competencies for Meeting the Needs of Youngsters with Disabilities
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Allied Health Occupations; Coordination; Delivery Systems; *Disabilities; Elementary Secondary Education; Policy Formation; *Professional Education; Program Development

The paper reviews the training need by professionals in the allied health services for work with handicapped children and youth. The American Society of Allied Health Professionals (ASAHP) has conducted workshops in which roles and responsibilities for allied health personnel were identified, such as helping to coordinate health, education, and related services, and promoting interdisciplinary pre-service teaming opportunities. A recent forum explored ways to achieve collaboration in programs of allied health and education and identified barriers to such coordination (including communication problems, parochialism in professional training programs, and financial constraints). Policy recommendations were made on a national level (such as establishing a coalition among national associations), state level (including encouraging the analysis of data for training and service delivery needs), and local level (such as promoting formal agreement among service providers, local education agencies, and public and private agencies). A task force considered issues in the design of quality personnel preparation programs, resources, and data needs. (CL)

ED 233 131 CE 035 783

Lee, Jeanne
Using New Methods to Determine Continuing Education Needs of Rural Women.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Education; *Educational Needs; *Females; Methods Research; *Needs Assessment; *Research Methodology; Rural Areas; *Rural Population
IDENTIFIERS- *Focus Group Assessment; Missouri

The focus group assessment technique was used to conduct an assessment of continuing education needs of rural women living in or near the Moberly Junior College district. (This technique uses small group interaction to identify responses to a set of questions.) Nine to ten rural women participated in each of two meetings. When a focus group was assembled, the nominal group process was followed to seek answers to questions concerning typical women's feelings toward acquaintances or themselves. Perceptions of needs were written down, posted, and discussed; each woman then prioritized the needs. Obstacles to meeting the needs of rural women were also discussed. Different lists of needs were developed by the two focus groups of rural women--one made up of participants in a free cooking school, the other of participants in University of Missouri Extension Club activities. The focus group technique generated qualitative data that would have been largely missed by other survey methods. The personal contact and public relations information to which participants were exposed were valuable by-products of focus groups. (Lists derived from the two focus groups are included.) (YLB)

ED 233 145 CE 036 604

Schmalle, Bonnie
Obtaining Training Stations. Module Number 3. Work Experience Program Modules. Coordination Techniques Series.
Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.; Northern Iowa Univ., Cedar Falls. Dept. of Business Education and Administrative Management.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Autoinstructional Aids; Behavioral Objectives; *Cooperative Education; Employers; *Instructor Coordinators; *Interviews; Learning Modules; *On the Job Training; Pretests Posttests; School Business Relationship; Secondary Education;

Special Education Teachers; Student Evaluation; *Teacher Education; Vocational Education; Vocational Education Teachers; *Work Experience Programs
IDENTIFIERS- *Training Stations

This self-instructional module, one of 16 on techniques for coordinating work experience programs, provides preservice and inservice educational materials for teacher-coordinators supervising on the job training. The three goals stated for this module are (1) to know the types of information needed to obtain an appropriate training station, (2) to understand the step-by-step procedure for obtaining a training station, and (3) to be able to conduct an interview with a businessperson to obtain a training station. For each goal, these materials are provided: an optional pretest, informative material, and a self-check. A guide sheet is provided in the materials for a videotape presentation on goal 3. Other module contents include a module posttest, pre- and posttest answer keys, and a list of resources for additional information. (YLB)

ED 233 175 CE 036 655

Welding.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Course Descriptions; Guidelines; *Job Skills; Lesson Plans; *Metal Working; Safety; School Safety; Secondary Education; State Curriculum Guides; *Trade and Industrial Education; *Welding
IDENTIFIERS- South Carolina

This curriculum guide is designed for use by South Carolina vocational education teachers as a continuing set of lesson plans for a two-year course on welding. Covered in the individual sections of the guide are the following topics: an orientation to welding, oxyacetylene welding, advanced oxyacetylene welding, shielded metal arc welding, TIG welding, and MIG welding. Each section contains a series of lesson plans that includes a suggested instructional time, behavioral or performance standards, criteria denoting a measure by which the student and instructor know when the objectives have been successfully completed, related references or resources, instructor directions for presenting the information, student activities to reinforce instruction, and review points for the student. A bibliography containing resources to supplement each unit and a list of needed equipment conclude the guide. (MN)

ED 233 210 CE 036 736

A Cooperative Vocational Education Teacher-Coordinator's Guide to Apprentice Training.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Agency Role; *Apprenticeships; *Community Services; *Cooperative Education; Coordination; Guidelines; Instructor Coordinators; Linking Agents; Postsecondary Education; *Program Implementation; Records (Forms); *School Registration; Secondary Education; State Agencies; Teacher Role; Unions; *Vocational Education
IDENTIFIERS- New Jersey

This guide is designed to help cooperative vocational education teachers-coordinators in New Jersey to understand the apprentice training opportunities open to their students. Covered first are the history of apprenticeship and an overview of apprenticeship today. Next, strategies are presented for linking apprentice training to cooperative vocational education. Outlined next are the following steps in assisting students with apprenticeship registration: identifying potential candidates, matching students and programs, reinforcing the apprenticeship option, determining commitment to apprenticeship, initiating a formal apprenticeship registration agreement, and expediting the processing of an apprenticeship agreement. The final chapter of the guide deals with various individuals and agencies to assist apprentices, including high school guidance counselors, apprentice coordinator offices, the Bureau of Apprenticeship and Training (BAT), the Division of Vocational Education, the New Jersey Job Service, local labor unions and trade associations, and publications. Appended to the guide are a student profile, a list of occupations recognized as apprenticeable by the BAT, certificates of approval for apprentice training and completion of apprenticeship, and an apprentice registration card. (MN)

ED 233 239 CE 800 014

Schwaller, Anthony E.
Teaching Strategies in Technology Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Learning Theories; Opinion Papers; Postsecondary Education; Secondary Education; Student Needs; *Teaching Methods; *Technical Education; *Technology
IDENTIFIERS- Blooms Taxonomy; PF Project

Teachers of technology education need to relate their teaching strategies to learning theory, student needs, and Bloom's taxonomy. In learning, students take in information and apply it to the real world through accommodation. Teaching strategies must allow for this process of accommodation. Student needs involve sustenance (physiological needs), influence (control over others), and self-extension (extending oneself beyond the present). If these needs are met, positive feelings will result. Bloom's taxonomy consists of the psychomotor, cognitive, and affective domains. Not only must the teacher address all three domains, but the higher levels within each domain as well. There are many teaching strategies available to the technical education teacher. The successful teacher will include as many as possible, selecting particular strategies based on the needs of the moment. (DC)

Bayne, Bob; And Others
Responding to Reduction in a University Counseling and Related Services (Reading and Study Skills) Center.
PUB DATE- 6 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Ancillary School Services; Budgeting; College Students; *Counseling Services; *Depleted Resources; Financial Problems; Higher Education; Program Administration; Program Descriptions; *Resource Allocation; *Retrenchment; *Student Personnel Services
IDENTIFIERS- *Saint Cloud State University MN

The four presentations in this document focus on the organizational response to resource reduction in counseling and related services at St. Cloud State University (SCSU). The introduction defines resource reduction in terms of staff and money, and lists current developments that will affect higher education in the next decade. The first presentation, by Dr. Margaret Rauch, describes the operation of the reading center at SCSU, discussing such topics as politics, staffing, administrative responsibilities, courses, and a new program offering. The second presentation, by Dr. Pat Hoffman, describes the types of counseling services available at SCSU (i.e., one-to-one, assertiveness training groups, relaxation training, hypnosis/concentration sessions, crisis counseling) and briefly outlines counselor responsibilities. The third presentation, by Dr. Lawrence Pfleger, describes the counseling center's management of ten different resources: (1) financial; (2) staff; (3) space; (4) campus; (5) community; (6) energy; (7) time; (8) creativity; (9) degree of personal involvement; and (10) fortunate coincidental factors. The fourth presentation, by Dr. Bill Yates, addresses two major issues arising from alteration in SCSU's service format which have not been satisfactorily resolved, i.e., flexibility of staffing, and the shift of service emphasis from counseling to student personnel work without prior validation for the shift. (WAS)

ED 233 348 CS 207 633

Culbertson, Hugh M.
Three Perspectives on American Journalism. Journalism Monographs Number Eighty-Three.
Association for Education in Journalism and Mass Communication.
PUB DATE- Jun 83
AVAILABLE FROM- Association for Education in Journalism and Mass Communication, College of Journalism, University of South Carolina, Columbia, SC 29208 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTIONS- Communication Research; *Job Analysis; *Journalism; Newspapers; *News Reporting; *News Writing; Occupational Information; Orientation; Philosophy; *Press Opinion
IDENTIFIERS- *Audience Awareness; *News Reporters; News Values

A study of 258 news personnel from 17 newspapers indicated that professional attitudes toward contemporary newspaper journalism fell into three distinct clusters: traditional, interpretative, and activist. Traditional journalists focused on local and spot news, downgraded interpretative and national/international material, and shared their audience's news preferences. Less concerned with local interests, interpreters stressed national news and human interest stories, while activists emphasized international news. Both interpreters and activists stressed investigative reporting. According to multiple-regression analyses, traditionalism indicated both local orientation and pragmatic efficiency--spot news can be processed quickly using newswriting conventions. Results were supported by L. Kohlberg's six-stage model of moral/ethical development. Stage 1, emphasizing arbitrary, fixed rules, reflected the traditionalist stance. Stage 4--basing beliefs on logical reasoning rather then on majority opinion--suggested the interpretative attitude, while stage 6--positing a concern for universal ethical principles--described the approach of many activists. Further research is needed on the possible associations between belief clusters and professionals in journalism. (MM)

ED 233 364 CS 207 774

Hayes, David A.; Copeland, Kathleen
Effects of Selected Writing Tasks upon the Transfer of Prose Learning.
PUB DATE- 1 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Abstract Reasoning; *Cognitive Processes; Grade 9; Integrated Activities; *Language Processing; Language Skills; Language Usage; Reading Instruction; *Reading Research; Research Methodology; Secondary Education; Transfer of Training; Writing Instruction; *Writing Research
IDENTIFIERS- *Inferences; *Reading Writing Relationship

Using techniques of inference appraisal suggested by T. A. van Dijk and R. J. Sternberg, a study investigated whether by assigning particular writing tasks it would be possible to influence the way readers produce inferences about a text. Subjects, 52 ninth grade students, read especially prepared booklets and completed either a paraphrasing, comparing/contrasting, or question formulating writing task. Students in a nonwriting control group engaged in matching exercises. The effects of the different tasks were observed in students' subsequent writing on an assigned topic related to their reading and on a forced choice analogies test. The results showed that writing in conjunction with reading did affect inference production and that differential effects occurred across variant writing tasks. Results suggest that formulating questions in response to a text might result in more restrained discourse production in subsequent reading/writing tasks, and that writing in general may extend thinking involved in probing for the discovery of promising relationships in the solution of abstract problems. (FL)

ED 233 411 CS 504 325

Harris, Thomas E.; Thomlison, T. Dean
Communication Training Needs in Organizations: A Competency/Proficiency Based Study.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Business Education; *Communication Research; *Communication Skills; Educational Needs; *Education Work Relationship; Higher Education; Interpersonal Communication; *Organizational Communication; Student Needs

A study examined the relationship between perceived communication competence and its importance in business organizations and the need for additional training of college business students in communication competencies. A survey was sent to all individuals who had indicated to a university center for management education and services an active interest in business or organizational training procedures or programs over the previous 5 years. One hundred eighty-five responses were received. Respondents were asked to indicate on a four-point scale the extent of competence of supervisor or management personnel in specific communication skills with subordinates, supervisors, and peers; the importance of those skills to supervisors or middle management personnel; and in which of the communication skills categories additional training was needed. The categories used were formal presentation, group problem solving, conference leadership, giving directions, handling grievances, private conferences, delegating authority, motivating people, and listening. The results indicated that listening, motivating people, and handling grievances were ranked as the top three areas in which additional training was needed. In general, supervisors or middle management personnel saw these three areas as being the most important to them regardless of with whom they are communicating. Listening and motivating people were the areas where on-the-job training should be concentrated, and where students should place the most emphasis before entering the business job market. (HTH)

ED 233 442 EA 015 864

Caldwell, William E.; Sites, Woodrow H.
The Relationship between High Labor-Management Conflict and Turnover of Key School District Personnel.
PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Board Candidates; *Boards of Education; Community Action; Community Influence; Community Role; *Conflict; *Conflict Resolution; Dismissal (Personnel); Elementary Secondary Education; *Employer Employee Relationship; School Community Relationship; School Districts; Superintendents; *Teacher Administrator Relationship; *Teacher Strikes
IDENTIFIERS- *Public Employee Relations Act 1970 (Pennsylvania)

Beginning with a review of recent literature on social conflict, this study adopts Coser's distinction between realistic conflict, which seeks to balance both sides of a disagreement, and nonrealistic conflict, which seeks domination by only one party. Where nonrealistic conflict develops in intense labor-management disputes in public school districts, citizen dissatisfaction results, according to Lutz and Iannaccone, in community-school board conflict. To investigate such conflicts, the authors of the present study sampled Pennsylvania school districts following the 1970 passage of a law (the Pennsylvania Public Employee Relations Act) giving public employees the "limited" right to strike. Of the 79 school districts for which superintendents returned usable questionnaires (a 70 percent response rate), 35 had experienced strikes between 1970 and 1974. In 20 of these 35 cases, findings indicate that high conflict public employee strikes generated community unrest that resulted in key personnel changes within 3 years following the strike, including the defeat of 42 incumbent board members and the dismissal of 17 superintendents. That only one district had a strike after key personnel changes had been made suggests, according to the authors, a significant relation between personnel turnover as a result of high conflict and eventual accommodation. (JBM)

ED 233 457 EA 015 879

Christman, Larry H.
Streamlining Local School Budgeting in Ohio.
Citizens' Council for Ohio Schools, Cleveland.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Budgeting; Elementary Secondary Education; *Financial Policy; School Districts; School Taxes; *State Legislation
IDENTIFIERS- *Ohio

In order to make financial management of Ohio schools simpler and more understandable to the public, this Citizens' Council report recommends structural changes in school district budgeting that would necessitate changes in state law. The major problem areas identified are the districts' use of the calendar year as fiscal year, the requirement that districts file both a tax budget and an appropriation measure, and the difficulty of accurately projecting annual revenues. So that the schools' program year will fall within one fiscal year, the council recommends that the Ohio General Assembly establish a July 1 to June 30 fiscal year for public schools. Because district tax budgets tend to be inflated and confusing, they recommend that the assembly abolish the requirement for an annual tax budget. Recommended for improving revenue projections is the collection and allocation of intercounty tangible personal property tax at the state level and the shifting of these funds from the county to state general revenue fund, in addition to requiring that county auditors complete final certification of property values by September 1 and convey tax reduction factors to school district treasurers immediately after verification. Appendixes include data from 63 school districts' cash flow reports and a methodological note. (MJL)

ED 233 472 EA 016 035

Wisniewski, Richard; Kleine, Paul
Teacher Moonlighting: An Unstudied Phenomenon.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Attitude Measures; Elementary Secondary Education;
*Multiple Employment; Statistical Surveys; *Teacher Characteristics;
*Teacher Salaries
IDENTIFIERS- *Oklahoma

A sample of 4,100 Oklahoma teachers was surveyed to clarify the extent and impact of moonlighting, defined as earning any income beyond the contractual teaching salary. Of the 1,103 teachers returning the mailed questionnaires, 44 percent engaged in moonlighting within the school system, 31.4 percent had jobs evenings and weekends, 41.5 percent took summer jobs, and 28.8 percent made money from family businesses. Over the past 3 years, 71 percent (90 percent of men and 65 percent of women responding) had earned some income from one or more of these sources. Questioned on their motives for moonlighting, nearly three quarters indicated a need for extra money to pay debts or to raise their living standard. Asked their perceptions of the impact of moonlighting, 20 percent felt that it adversely affected their teaching performance and 29 percent thought that it hindered their preparation for teaching. Over half (58.5 percent) believed that moonlighting hindered family and social activities. When asked to choose a statement approximating their views, 44.3 percent found moonlighting degrading to the profession and another 20.2 percent considered it a necessary evil. Only 14.4 percent said that some jobs they had taken enhanced

their performance as educators. The findings constitute a case for increasing teacher salaries so as to reduce moonlighting and raise the status of the profession. (MJL)

Broadbent, R. F., Ed.
Education Policy Making in Australia.
Australian Coll. of Education, Carlton, Victoria.
REPORT NO.- ISBN-0-909587-21-3
PUB DATE- 82
AVAILABLE FROM- Publications, The Australian College of Education, 916 Swanston Street, Carlton, Victoria, 3053, Australia ($9.00 Australian plus postage; quantity prices available on application).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrative Organization; Community Involvement; *Decision Making; *Educational Administration; *Educational Policy; Educational Research; Elementary Secondary Education; Females; Financial Support; Foreign Countries; Government Role; Higher Education; Parent Participation; Participative Decision Making; *Policy Formation; Politics
IDENTIFIERS- Aboriginal People; *Australia; Great Britain

Thirteen papers and a speech address the theme of who makes education policy in Australia. Kwong Lee Dow's address assesses national planning in uncertain times and urges flexibility. John Steinle outlines the operation of Australian policy-making and recommends developing think tanks. Edward Holdaway analyzes the complex relationship between research and policy, concluding that research has a long term indirect impact. Alan Lindsay argues that broad social, political, and economic factors determine policy in higher education, and A. James Gaite and William Young consider the lack of influence of professional educators. Gareth Williams analyzes British educational policy. Four papers consider broader participation in making policy: Lady Anna Cowen discusses improving parent involvement, K. J. Austin Asche treats the role of the community, Brian Caldwell recommends a framework for effective school councils, and Margaret Bearlin probes the low participation of women in policy-making. The concluding reports discuss specific programs: Shirley Randell analyzes the policy-making process of the Schools Commission's Disadvantaged County Areas Program. Alan Randell reviews the application of Paulo Freire's theories to an Aboriginal education project. Kevin Smith chronicles the influences behind shelving the Wyndham Report, a major policy initiative, and Anna Alderson offers a case history of policy-making and implementation. (MJL)

ED 233 552 EC 160 080

Deutsch, Henri
Linking Residential and Vocational Services to Enhance Client Programming.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Attitude Change; Behavior Modification; *Emotional Problems; *Mental Retardation; *Psychological Needs; Psychotherapy; Stress Variables

Mentally retarded individuals may have chronic emotional problems or emotional responses to such stress and conflict situations as attending separate classes, moving to a new living situation, or being separated from family. Frequently service networks for mentally retarded persons do not consider the need for emotional assistance, as demonstrated by a survey administered to 51 service providers in mental retardation and mental health settings in which 78 percent of the respondents indicated discomfort in working with the emotional needs of the mentally retarded. Respondents preferred a pychotherapeutic approach (58%) to behavior modification (36%), and judged the two orientations as mutually exclusive. Findings

suggested the need for desensitization to precede training programs for professionals so that they will be comfortable with people who have mental retardation. (CL)

ED 233 191 CE 036 681

The Single Needle Lockstitch Machine. Sewing Seams. Module 4.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; *Clothing Instruction; *Equipment; Home Economics; Independent Study; Learning Activities; Learning Modules; Needle Trades; Occupational Home Economics; Occupational Information; Postsecondary Education; Secondary Education; *Sewing Instruction; *Sewing Machine Operators
IDENTIFIERS- *Seams (Clothing); *Sewing Machines; South Carolina

This module on sewing seams, one in a series on the single needle lockstitch sewing machine for student self-study, contains three sections. Each section includes the following parts: an introduction, directions, an objective, learning activities, student information, student self-check, check-out activities, and an instructor's final checklist. The sections cover the following topics: sewing straight seams, sewing French seams, and sewing flat-felled seams. The material is illustrated with line drawings. (KC)

ED 233 255 CG 016 832

Rosenfeld, Rachel A.; Peng, Samuel S.
Postsecondary Education Plans and Choices: Review of the Literature and Design for Analysis of the Parents Data.
National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-83-200

PUB DATE- Apr 80
CONTRACT- 300-78-0208
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Career Choice; *Data Analysis; *Decision Making; Literature Reviews; Models; Parent Aspiration; *Parent Attitudes; *Parent Financial Contribution; School Choice; *Student Attitudes; Student Costs; *Student Educational Objectives; Student Motivation

This literature review of factors affecting the postsecondary decision-making process, with special emphasis on parents' and students' attitudes and characteristics, focuses, in the first section, on research on these topics: (1) student and family characteristics (ability, expectations, motivation, race and sex, family background including genetic influences, values and role models, and family income); (2) school and community characteristics (teachers' encouragement, counseling, peer networks, quality and climate of school, and curriculum placement); (3) alternatives available after high school (noncollege alternatives such as employment, military service or marriage, postsecondary educational alternatives, and influencing factors such as proximity and cost); and (4) knowledge of alternatives. Part II of the book discusses the development of the parents' section of the High School and Beyond questionnaire, which was designed to gather detailed parental financial information and attitudinal data, to be combined with data from students on their abilities, plans, and perceptions. The major sections of the survey report present a conceptual design based on the results of the review in part I, and focus on four ways in which survey data might be analyzed. Listings of the parent survey items which operationalize the significant variables are provided along with a discussion of each. Appendix A provides the High School and Beyond parent questionnaire and Appendix B contains standard financial aid forms. Cited references and a list of additional references are also appended. (MCF)

ED 233 332 CS 007 283

Scales, Alice M.; Biggs, Shirley A.
A Survey of Reading Habits with Suggested Instructional Strategies: Elderly Adults.
PUB DATE- 8 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTIONS- Literature Appreciation; Motivation; Needs Assessment; *Older Adults; *Reading Attitudes; *Reading Habits; Reading Instruction; *Reading Research

The reading habits of 49 elderly adults were surveyed, using the SERA inventory, to examine two hypotheses: there is no difference among elderly adults' perceptions of their reading habits as related to factors of reading skill, preference, physical functioning, attention span/concentration, and emotional well-being, and there are no significant differences between married and single and between male and female elderly adults regarding their perceptions of their reading habits. The results disproved both hypotheses, indicating that the elderly subjects (1) were not physically incapacitated (they had usable vision, could hold and turn pages of books and newspapers, and could attend to and concentrate on their reading); (2) did not have to read and were not too busy to read; and (3) expressed a need for instruction in determining the author's purpose, developing critical and evaluative reading skills, understanding government documents, and using the library efficiently. The results suggest that a strong motivational element must also be included in reading instruction for the elderly. A subsequent three-phase instructional program based on what might be done for the subjects in the study addresses the issue of the amount of reading done by the elderly, focuses on opportunities for sharing reading and reading related experiences, and offers suggestions for addressing specifically diagnosed reading difficulties. (HTH)

ED 233 380 CS 207 797

Reed, Linda
Assessing Children's Speaking, Listening, and Writing Skills. The Talking and Writing Series, K-12: Successful Classroom Practices.
Dingle Associates, Inc., Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC. Basic Skills Improvement Program.
PUB DATE- 83

CONTRACT- 300-81-0400
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Classroom Research; *Communication Skills; *Educational Assessment; Elementary Education; *Evaluation Methods; Listening Skills; Speech Skills; Teacher Role; Testing Problems; *Test Selection; *Test Use; *Writing Evaluation
IDENTIFIERS- *Theory Practice Relationship

Prepared as part of a series applying recent research in oral and written communication to classroom practice, this booklet reviews a number of concepts and issues important to communication assessment. The first section of the booklet discusses several issues related to assessing communication at both district and classroom levels. Issues discussed include the availability of assessment instruments, conflicts in definitions, concerns about curriculum, demands placed on teacher time, and mismatches between classroom instruction and standardized tests. The second section answers a number of questions teachers ask before they decide how they will assess student progress, while the third briefly discusses several factors that play an important role in the student-teacher relationship. The fourth examines the role of assessment in developing communication competence and reviews assessment techniques. Writing assessment methods covered include holistic scoring, analytical scoring, T-unit analysis, primary trait scoring, and informal assessment. A copy of a teacher-made rating scale for assessing oral communication is also presented. Examples of student work are included throughout the booklet. (FL)

ED 233 395 CS 207 813

Emond, Susie; And Others
English/Language Arts Teachers Take an Introspective Look: Implications of a Survey of Elementary Teachers.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classroom Techniques; *Curriculum Evaluation; *Discipline; Dramatics; Elementary Education; *English Instruction; *Language Arts; *Recreational Reading; Surveys; *Teacher Attitudes; Verbal Ability; Vocabulary Development; Writing (Composition)
IDENTIFIERS- *Reading Writing Relationship

To determine the characteristics of, problems with, and teachers' attitudes toward the elementary language arts curriculum, a survey was distributed to 160 elementary teachers (101 teachers responded; 86 females and 15 males--a 63% rate of return). Results showed that teachers perceived no difficulties communicating either with other teachers within the school or with parents. They saw classroom management and discipline as the source of major problems. Over 90% of the teachers supported recreational reading in the classroom and 80% favored using a wide variety of writing experiences in the program. Listing the components of a language arts curriculum in order of importance, the teachers placed vocabulary deveopment first, followed by reading, listening, speaking, usage, language development, literature, written composition, grammar, mechanics, creative writing, and dramatics. Among the results were indications that teachers downplayed the importance of language development; valued literature, and exposed students to varied forms, but did not view it as an important part of the curriculum; and supported a variety of writing assignments but provided little opportunity for regular writing practice in their language arts program. (The survey instrument is appended.) (MM)

Dempsey, Richard H.
The Effect of Communication Induced Arousal on Recall and Recognition.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Arousal Patterns; Attention; Communication Research; Higher Education; *Learning Processes; Learning Theories; Listening; Models; Motivation; Perception; *Recall (Psychology); *Recognition (Psychology); Speech Communication; *Stimulation; *Time Factors (Learning)

To test two competing paradigms of the arousal-learning relationship--(1) increases in subject arousal will lead to increased learning in all but extreme cases of excitation, and (2) high subject arousal yields poor immediate memory but high ultimate memory--92 college students were presented with a tape recorded message in varying classroom environments of low predecrement (prestimulus) and high predecrement and postdecrement arousal. Students were then tested for either recall or recognition at 2-minute, 20-minute, and 1-week intervals. Consistent with laboratory findings, high predecrement arousal significantly facilitated both immediate and delayed recall and recognition. Inconsistent with laboratory findings, however, high postdecrement arousal did not significantly interact with the time of measurement to affect learning. Theories of recall were not supported by similar recall and recognition patterns in either situations. (Author/MM)

Roberts, Lily

Sensitivity and Special Populations Project Videotape Programs: Trainer's Manual.

California State Univ., Chico.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 82
AVAILABLE FROM- Sensitivity and Special Populations Project, California State University-Chico, Chico, CA 95929 ($4.50 for manual; referenced videotape programs available in two videocassettes, $125.00 for set).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- *Accessibility (for Disabled); *Ancillary School Services; Attitude Change; College Students; Communication Skills; *Disabilities; Educational Objectives; Educational Technology; *Faculty Development; Instructional Materials; Postsecondary Education; Program Evaluation; *Sensory Aids; Staff Development; Student Needs; Teacher Workshops; Teaching Guides; Videotape Recordings

A training manual to promote the implementation of a mediated training program to sensitize faculty and other postsecondary staff to the needs and special concerns of disabled students is presented. The training program was developed through the Sensitivity and Special Populations project at California State University, Chico. The training program consists of five videotape programs on the following topics: characteristics of various disabilities and attitudes of the nonhandicapped, interpersonal communication and special modes for the disabled, accessibility of the campus, technology and devices, and instructional adaptations. Specific contents of the manual include: a scheduling checklist to assist the trainer in completing details for workshops; a schedule of events and times for the program components; overview of each of the five videotape programs, including discusson topics, helpful hints, and learning objectives; a list of steps for evaluating the program; a problem solving chart that presents advice and lists resources to serve the disabled college student; and various appendices. The problem solving chart resources are divided into the following four subgroups, which are coded: the user's skills that can be adapted to meet student needs, class members, departmental resources, and student services. The chart identifies research by postsecondary activities (i.e., exams) and seven disabilities. Appendices include: evaluation results; pre/post attitude scales, knowledge tests, and self assessment of skills questionnaires; and materials that can be used for overhead transparencies. (SEW)

ED 233 535 EC 160 061

New York State Implementation Grant. Final Report, September 1, 1981 to August 31, 1982.

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
GRANT- G008002824
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Delivery Systems; *Disabilities; Early Childhood Education; Infants; *Parent Education; Professional Training; *Program Development; State Legislation; State Programs; *Statewide Planning
IDENTIFIERS- *New York

The final report describes major activities accomplished during the 1981-82 project year to develop a comprehensive plan in New York State for handicapped children, aged 3-5, and to accelerate services to handicapped infants through Regional Early Childhood Direction Centers (RECDC). Briefly discussed are the processes for the following outcomes: (1) Efforts toward passage of legislation and development of initial draft of regulations; (2) Assisting parents and local education agencies in meeting needs of young handicapped children under the current system; (3) Developing a written plan as part of the State Plan; (4) Establishing three Regional Early Childhood Direction Center Sites at the local level; (5) Developing state level agreements for the regional centers; and (6) Assisting the regional centers in linking handicapped infants to services. (MC)

Bromley, Ann; Lanza-Kaduce, Linda
A Model Program for Sex Equity in Vocational Education. Final Report from July 1, 1982 to June 30, 1983.
Santa Fe Community Coll., Gainesville, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 30 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Career Awareness; *Demonstration Programs; *Employment Opportunities; Models; Nontraditional Occupations; Postsecondary Education; *Sex Fairness; Sex Role; *Sex Stereotypes; *Vocational Education; Work Environment
IDENTIFIERS- Florida; *Santa Fe Community College FL

The sex equity program at Santa Fe Community College in Florida has become instrumental in an ongoing reeducation process in making people aware of the numerous career opportunities available to them and in dispelling myths about sex role stereotyping in the world of work. Included among the goals and objectives of the program are the following: to increase awareness of career choices in vocational education with particular emphasis on nontraditional careers for men and women, to increase the recruitment of individuals into nontraditional vocational programs, to continue to educate students and others about nontraditional vocational careers, to provide supportive and job services to students enrolled in nontraditional vocational education programs at Santa Fe Community College, and to plan and implement specialized short-term technical training programs in cooperation with local industry. To meet the needs of target populations, such as displaced homemakers, minorities, and disadvantaged persons, project staff provided a variety of services, including career and personal counseling, workshops, employability skills training, and general education development (GED) preparation. During the past year, 75 percent of the 50 individuals who attended the project's video game and vending machine repair program were hired into entry-level positions earning more than minimum wage. Furthermore, graduates from previous project-developed training programs continue to be placed. (MN)

ED 233 224 CE 036 774

Pfiffner, Karen J.

Choosing Occupations and Life Roles. Teacher's Handbook.

Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- WEEA Publishing Center, Education Development Center, 55 Chapel Street, Newton, MA 02160 (Complete set--$33.50; handbook plus Module 1--$22.75; handbook plus Module 2--$19.50; handbook plus Module 3--$22.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Annotated Bibliographies; *Career Education; Career Exploration; *Career Planning; Competency Based Education; Employment Interviews; *Employment Opportunities; Experiential Learning; Federal Legislation; Guidelines; Learning Modules; *Life Style; *Nontraditional Occupations; Secondary Education; *Sex Bias; Sex Fairness; Sex Role; Sex Stereotypes; Work Environment
IDENTIFIERS- *Life Planning; Title IX Education Amendments 1972

This teacher handbook is designed for use with a series of sex-fair career guidance activities dealing with examining sex bias, looking at jobs, and understanding sex bias in the work force. Presented in the first part of the guide are general suggestions for utilizing experiential educational techniques in the delivery of project materials as well as specific guidelines for using each of the three modules included in the series. Next, suggestions are set forth for conducting inservice teacher training sessions devoted to Title IX, job interviews, sex role stereotyping, and changing sex roles. Concluding the handbook is an annotated bibliography of books, articles, literature reviews, guides, films, games and kits, and projects dealing with career exploration and life planning. (MN)

ED 233 285 CG 016 864

Conyne, Robert K.
CORE Conditions for Student Organization Development.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- College Students; *Evaluation Methods; Extracurricular Activities; *Group Dynamics; Group Experience; Group Unity; Individual Development; *Intervention; Models; *Organizational Development; Self Evaluation (Groups); *Student Development; *Student Organizations; Student Participation

This document presents a model for student organization development, defining in detail the central conditions for the CORE model (Cohesion, Organization, Resourcefulness, and Energy); and provides an assessment tool, the CORE Conditions Checklist, for checking the extent to which these conditions are present in organizations. The CORE model is comprised of three concentric rings, the central ring containing the four CORE conditions which activate an organization to meet its needs. These student organization needs (i.e., fund raising, recruitment, leadership, group unity) are contained in the second ring. The third ring contains ten student development domains (e.g., forming friendships, developing interpersonal and task competencies) which are the long range goals of student organization development. The CORE conditions make these long range goals possible. Factors which comprise these conditions are: (1) involvement and participation, group affiliation and commitment, a shared sense of mission, belongingness, and helpfulness and friendship (Cohesion); (2) purposes, structure, policies and procedures, rewards, and leadership (Organization); (3) student organization knowledge, campus knowledge, and personal, interpersonal, and task competencies (Resourcefulness); and (4) positive motivation, innovation, responsibility, cooperation, and adaptability (Energy). The 100-item CORE Conditions Checklist, which is appended, is a tool for student organizations, or those working with them, to assess member perceptions of the organization. (WAS)

ED 233 300 CS 007 171

Ryan, Michael P.
Monitoring Text Comprehension: Individual Differences in Epistemological Standards.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 17 Jul 82
GRANT- NIE-G-81-0096
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Processes; College Students; *Epistemology; Grades (Scholastic); Higher Education; Influences; Learning Processes; *Reading Comprehension; Reading Instruction; *Reading Research; *Study Skills
IDENTIFIERS- *Comprehension Monitoring; *Reading Strategies

A study was conducted to determine (1) the nature and range of self-testing procedures that college students use to monitor their reading comprehension; (2) whether their epistomological beliefs influence the nature of their comprehension monitoring procedures; and (3) whether the level of processing dictated by the test component of their reading comprehension plan influences their grades. Ninety undergraduates completed survey forms asking them to describe how they monitored their comprehension of textbooks. Reported criteria were classified as involving the retrieval of text propositions (knowledge standard) or the transformation of text propositions (comprehension/application standard). Students were then classified as having "dualistic" (perceiving knowledge as isolated facts and answers) or "relativistic" (perceiving knowledge as an organization of facts and concepts) beliefs about the nature of knowledge. Students were also classified as high or low inventives (reporting few or many emotional blocks, respectively). Results indicated that the dualists were significantly more likely to use the knowledge standard than were the relativists, and that students reporting the use of comprehension /application criteria earned significantly better grades than did those using the knowledge criteria. High inventives used more monitoring criteria than did low inventives and were more likely to use monitoring strategies that combine the two standards. Students using many monitoring criteria earned significantly better grades than did those using only one. (Copies of the survey forms are appended.) (Author/F[illegible]

ED 233 315 CS 007 247

Abramson, Shareen
Solving the Problem of Learning to Read: Children's Linguistic Awareness and Reading Progress.
PUB DATE- Nov 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Aptitude; *Beginning Reading; Child Development; *Cognitive Ability; Grade 1; *Language Acquisition; Oral Language; Primary Education; *Reading Achievement; Reading Instruction; *Reading Research; Reading Skills
IDENTIFIERS- *Linguistic Awareness; *Speech Print Relationship

A study investigated suggested interrelationships of linguistic awareness, cognitive ability, and reading achievement. The extent to which differences in reading achievement were related to differences in the other areas was also explored. The Linguistic Awareness in Reading Test (LARR), the Coloured Progressive Matrices (CPM), and the Stanford Achievement Test (SAT), Primary Level I, Total Reading, were administered to 98 first grade students. Interrelationships among the measures of linguistic awareness, nonverbal problem-solving ability, and reading achievement for the sample were analyzed using correlation techniques. To assess whether differences in reading achievement were related to performance on the other two measures, subjects were assigned to rating groups determined by stanine intervals. SAT reading ratings were employed in a series of one way ANOVA of LARR and CPM scores. The results indicated significant differences between each of the three SAT reading groups. The group rated high on SAT performed better on the CPM than the average group, who performed better than the low SAT group. In addition, students rated high in reading achievement scored better on the LARR than students rated average, who in turn outscored students rated low in reading achievement. The findings involving concurrent interrelationships among LARR, CPM, and SAT reading performance suggest that thought be given to designing a prereading or beginning reading curriculum that not only makes apparent the speech-print connection but also recognizes learning to read as an active, problem-solving endeavor. (HTH)

ED 233 519 EC 160 040

Rawlings, Brenda W.
Nebraska Survey of Sensory Impaired Children and Youth. Final Report, 1981-82.
Gallaudet Research Inst., Washington, DC. Center for Assessment and Demographic Studies.; Nebraska State Dept. of Education, Lincoln.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Tests; Demography; Elementary Secondary Education; *Hearing Impairments; *Management Information Systems; *State Surveys; *Student Characteristics; Testing; *Visual Impairments
IDENTIFIERS- *Nebraska

The report describes the second year of a survey of sensory impaired children in Nebraska. It is explained that results have been used to improve administrative planning and cost efficient delivery of services. Demographic and assessment information was collected and analyzed on 888 sensory impaired children (birth to 21) via questionnaires completed by local education agencies. Assessment information was compiled from scores on the Stanford Achievement Test for Hearing Impaired Students (SAT-HI). The data from the survey are discussed according to three topic areas: highlights of the 1981-82 characteristics of the population (including a breakdown into hearing impairment only, visual handicap only, and both types of handicaps); a comparison of student data from two sources (local education agencies and special schools for deaf); and an analysis of visually handicapped children with regard to Nebraska's American Printing House Registration. A final section reviews uses of the data management system (including generation of individual student profiles), and conclusions and recommendations for increased effectiveness of the statewide survey. Extensive appendixes include distribution statistics. (CL)

ED 233 132 CE 035 836

Stoodley, Roland V., Jr.
Accrediting Occupational Training Programs. Information Series No. 251.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Order No. IN251).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Standards; *Accreditation (Institutions); *Accrediting Agencies; Eligibility; *Institutional Evaluation; Postsecondary Education; *Problems; *Program Improvement; Secondary Education; Technical Education; *Vocational Education

Accreditation receives much emphasis in our educational systems and it forms a significant element in both institutional and programmatic accountability and credibility. Numerous agencies and associations in addition to national institutional accrediting agencies are recognized as accrediting bodies. The accrediting bodies establish accreditation standards or essentials that guide their deliberations regarding accreditation and an educational institution's efforts in applying for accreditation. Accreditation standards apply to institutional accreditation, while accreditation essentials generally pertain to programmatic accreditation. Concern about the eligibility of vocational institutions for federal funds brought accrediting opportunities to these institutions in the 1960s. Because of the difficult questions vocational-technical education encountered with the accreditation process, a national workshop held in 1979 with participants from existing accrediting agencies and vocational educators from state agencies and local institutions was organized to develop program standards and to improve accrediting procedures for vocational programs. Although accreditation is called "voluntary," it is necessary for federal funding. The problems in accreditation--high costs and inefficient procedures--can be lessened by joint scheduling of on-site visits, development of a single self-study guide, and further research regarding the accreditation process. This paper explores the general accreditation process and its application to vocational education; it also profiles the accreditating agencies and their standards. (KC)

ED 233 176 CE 036 656

Industrial Sewing Classroom Delivery System. Teacher's Guide.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Employment Interviews; Field Trips; Glossaries; Guidelines; Learning Modules; Lesson Plans; *Needle Trades; *Occupational Home Economics; Occupational Safety and Health; Pacing; Program Implementation; School Safety; Secondary Education; *Sewing Instruction; *Sewing Machine Operators
IDENTIFIERS- *Industrial Sewing Classroom Delivery System; *Sewing Machines

This teacher's guide, consisting of a series of 12 lesson plans for use in teaching 20 self-paced learning modules, deals with industrial sewing. Covered in the individual lesson plans are the following topics: an orientation to industrial sewing; the history of industrial sewing; safety and hygiene in the laboratory and in the factory; machine parts; the analytic method of training; needle specifications; garment manufacturing and layout (darts, seams, collars, cuffs, sleeves, zippers, pockets, serger or overlock machines, blindstitch machines, button sew machines, buttonhole machines, zig zag machines, knife machines, bar tack machines, double-needle felling machines, and chainstitch machines); finishing and pressing processes (special attachments and operations); field trips; and job interviews. Each lesson plan includes an objective, a criterion-referenced measure, a list of tools and materials, a list of other resources, suggested instructor actions, and information sheets. Also included in the guide are a list of references, a modules answer key, a glossary of terms, and a series of transparencies. (MN)

ED 233 211 CE 036 737

Lamberth, Edwin E.
Technical Competencies in Greenhouse Management and Landscape Design Needed by High-School Teachers of Vocational Horticulture in Tennessee. Research Report Series No. 5.
Tennessee Technological Univ., Cookeville.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Competence; Educational Research; *Greenhouses; Higher Education; *Job Skills; *Landscaping; Nursery Workers (Horticulture); *Ornamental Horticulture; Secondary Education; Secondary School Teachers; Teacher Education; *Vocational Education Teachers
IDENTIFIERS- Tennessee

A study identified and verified the technical competencies needed by Tennessee high school teachers of vocational horticulture in the areas of greenhouse management and landscape design. From an initial list of competencies that was developed and refined, a survey instrument was constructed. The instrument contained 108 competencies in greenhouse management and 31 competencies in landscape design. The 35 teachers questioned responded on a five-point Likert scale for each competency. All 108 competencies in greenhouse management received mean ratings of 3.00 or higher; 45 received mean ratings of 4.00 or higher. All 31 competencies in landscape design received mean ratings of 3.00 or higher; 18 received mean ratings of 4.00 or higher. It was recommended that the competencies be incorporated into agricultural education and horticulture programs at Tennessee Technological University.

Findings should be used in design and development of inservice teacher training programs. Techniques should be developed to measure undergraduate student performance of the competencies. (Two tables list the competencies and their mean scores. The survey instrument is appended.) (YLB)

ED 233 240 CG 016 680

Stub, Holger R.; Buerkle, Jack V.

A Conceptual and Methodological Framework for the Study of Family Interaction among the Elderly.

PUB DATE- 22 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Data Collection; Family Life; Family Relationship; *Interaction; *Interpersonal Communication; Marriage; Models; *Older Adults; *Research Methodology; *Spouses

This paper presents a theoretical scheme and research methodology for studying marital interaction among elderly couples. The derivation of the conceptual scheme from the perspective of symbolic interaction, and the specific concepts used in the conceptual model, i.e., the social act, role taking, agreement on frame of reference, and confidence or trust, are explained in an initial section. The methodological procedures used to implement the interaction model are described in detail, including information about the Department of Sociology Interaction Laboratory at Temple University, techniques for gathering data about the couples who participate in the interaction study, and the specific study procedures, e.g., the use of videotaped skits. The formalized conceptual scheme for the interaction model is discussed in detail and represented in diagrams in the appendix. (AG)

ED 233 270 CG 016 849

Stambler, Moses
Social Group Work in Hospitals.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Counseling Services; *Counseling Techniques; *Counselor Role; Diseases; *Group Counseling; *Hospitals; Literature Reviews; *Social Work; *Social Workers

This literature review focuses on social group work in the hospital setting. The first section addresses the need for a holistic approach within a typology of illness, and discusses the social work role and intervention tasks required at different stages of illness, i.e., diagnosis, adaptation to long-term illness, and the ending of the illness episode. A chart is provided for social group work intervention possibilities. Other sections address the following topics: Nature of the Illness-Defining Time Parameters, Group Format, and Goals; Chronic Illness; Social Nature of Chronic Illness; Value of the Group as a Support for Chronic Illness; Types of Groups in Hospital Settings; Social Group Work in a Medical Setting; Psychosocial Implications of Specific Physical Disorders, for Group Work in Hospitals. This last section deals with these specific disorders: cancer, home hemodialysis, hysterectomy, burn victims, epilepsy, neonatal intensive care, and newborn infant death. A reference list is included. (WAS)

ED 233 365 CS 207 776

Watson, Ken
Some Aspects of Classroom Discourse in English.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Classroom Communication; Communication Research; *Critical Thinking; Discourse Analysis; *Discussion (Teaching Technique); Discussion Groups; Elementary Secondary Education; *English Instruction; *Questioning Techniques; Teacher Behavior; *Teacher Effectiveness; *Teaching Methods

Observations of 90 lessons reveal the limitations of the whole-class discussion, the dominant teaching method in elementary and secondary schools. In addition to producing a low percentage of student involvement, rarely more than 50%, teachers' questions and answer techniques do not usually stimulate critical thinking. Besides most often asking for recall rather than intepretation of facts, teachers control students' responses, signalling desired answers through intonation and reformulating answers to fit their own thinking. Even if they avoid over-translation, teachers, rather than students, do most of the cognitive work during discussions--hypothesizing, generalizing, analyzing, and synthesizing. Teachers can make whole-class discussions more effective, however, with the following practices: (1) allowing students to reflect on the material, first silently and then in small groups, before beginning a class discussion; (2) arranging seating to promote discussion; (3) encouraging students to respond to each other directly; (4) making questions as open as possible and responding to pupils' answers instead of simply evaluating them; (5) urging students to develop their answers; and (6) occasionally recording discussions to analyze their quality. (A scheme for analyzing lesson transcripts is appended.) (MM)

ED 233 443 EA 015 865

Streva, Michael A.
The Evolution of Discipline: Alternative to Suspension Programs.
PUB DATE- 1 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Access to Education; *Behavior Modification; Behavior Problems; Counseling Effectiveness; Decision Making; *Discipline Policy; Elementary Secondary Education; Principals; Problem Solving; School Counseling; *Suspension
IDENTIFIERS- Alternatives to Corporal Punishment; *Alternatives to Suspension

Historically, the chosen method of discipline in United States schools has gone from corporal punishment to an emphasis on suspension. Recently, as principals have become less certain about the extent of their authority to suspend students, many inschool programs have been developed as alternatives to suspension. Among the advantages of such programs are its provisions for encouraging students to complete regular classroom assignments and for preventing students from roaming around the community. Successful inschool alternative-to-suspension programs share many of the same objectives, including identifying and remedying root problems and helping students develop self-discipline. Other shared characteristics include strict disciplinary rules in inschool suspension rooms, professional or paraprofessional supervision, and low student-teacher ratios. The three basic types of alternative-to-suspension programs focus on availability of counseling and guidance, timeout (or cooling-off) rooms, and inschool suspension centers. Other innovative alternatives include after school counseling clinics, hall monitors, work-study programs, and alternative schools. Although alternative programs thus far have had little impact on improving academic achievement, the fact that they are meeting many needs of disenchanted students suggests further experimentation should continue. (JBM)

ED 233 458 EA 015 880

Barger, Robert Newton
Busing in the New York Times: A Quantitative Case Study of Educational Public Policy Argumentation.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Busing; Editorials; *Educational Policy; Persuasive Discourse; Politics; *Press Opinion; Propaganda; *Public Opinion
IDENTIFIERS- *New York Times

As a study in the presentation of a public policy issue in education, the argumentative rationales of 139 opinion pieces (editorials, op-ed pieces, and letters to the editor) in "The New York Times" on the issue of school busing were analyzed. Material from the years 1971-75 was located through "The New York Times Index" and classified according to four bases of argumentation: politics, legality, fairness, and efficacy (whether busing furthered desegregation). For all format types, the most frequently used argument was based on politics (41 percent), with that based on efficacy second (26 percent), and those on law or fairness last (16.5 percent each). Distribution of arguments shifted with public climate, however; political reasoning predominated during the 1972 elections and legality and fairness during nonelection years. The pro-busing position dominated the argument--reflecting "The Times" editorial position--with 75 percent pro and 25 percent con for all opinions. The letters section was the only format type to have more pieces opposed to busing than in favor (56 percent opposed), reflecting the newspaper's policy of choosing letters contrary to editorial positions. The major appeal of the editorials was to political reasoning but that of the letters was to the efficacy and results of busing. The study shows that the opinion pieces reflected already-formed opinions on the issue and that the presentation was propagandistic, with political views dominating the editorials and few neutral letters appearing. (JW)

ED 233 473 EA 016 036

Foster, William
Leadership as Praxis: Issues in Administration.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrative Principles; *Educational Administration; *Educational Theories; Elementary Secondary Education; *Leadership; Models; *Organizational Theories; Politics of Education

Identifying the assumptions of the dominant, functionalist paradigm in considerations of educational administration as inadequate, this study proposes an alternative paradigm: a politics of schooling that can both describe administration and organization and contribute to the development of leadership as praxis. Criteria for an adequate theory of educational administration are explanatory, social, and critical. However, orthodox theoretical models of administration, organization, and leadership fail to address these criteria adequately and have the managerial and rationalistic bias of the functionalist paradigm. Alternatively, a politics of schooling embodying a radical perspective may be theoretically adequate, rich, and critically aware. Two major research directions can contribute to the understanding of organization, administration, and leadership within the context of a political economy: theoretically based ethnographies of schools and the development of biographical accounts of school administrators. The study suggests that administrators will learn more from a social theory that stresses the critical impact of the school in creating our society than from research based on some behavioral science model. (PB)

ED 233 536 EC 160 062

Nemeth, Cheryl
Wheeling & Dealing: A Guide for Handicapped Consumers.
San Diego County Dept. of Education, Calif.
SPONS. AGENCY- Office of Consumer's Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 564AH0071
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Adjustment (to Environment); Community Services; *Consumer Economics; *Consumer Education; *Daily Living Skills; Equipment Maintenance; Federal Programs; Housing; Leisure Time; *Normalization (Handicapped); *Physical Disabilities; Purchasing; Recreation; Transportation; Travel; Wheelchairs

The resource guide is intended to aid disabled persons develop independence by presenting consumer information on all areas of the United States. A preface explains the need for consumer education by the disabled and the introduction describes the guide's purpose and format. Each subject is introduced with a 4-question self quiz and an explanation of topics to follow; then presented for comparison are questionnaire results from a Southern California survey of 431 disabled and 228 ablebodied persons on consumer skills and experiences. Provided for each subject is consumer information, suggestions to the disabled individual, and lists of resources. The following topics are covered: (1) goods and repair services, (2) housing, (3) local transportation, (4) long distance travel, (5) leisure and entertainment, (6) outdoor recreation, (7) community agencies, (8) government services, and (9) self-representation. A reference section provides space for 48 additional addresses and telephone numbers, and notes. (MC)

ED 233 553 EC 160 081

Brekke, Beverly W.; And Others

Relationship of Level of Functioning of Institutionalized Women on a Task Analysis of Personal Care for Menstruation and the Adaptive Behavior Scale.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Adaptive Behavior (of Disabled); Adolescents; Adults; Daily Living Skills; *Females; *Self Care Skills; *Severe Mental Retardation; Task Analysis; Test Construction; Young Adults
IDENTIFIERS- *Menstruation

A 40-item behavior analysis task, the Menstrual Care Scale, was developed and tested with 75 randomly selected institutionalized severely retarded women (13-59 years old). The need for developing personal care skills in menstruation habits had been identified as a priority area for sexuality instruction by staff and confirmed by analysis of residents' levels of independence in the area. Scores on the American Association on Mental Deficiency Adaptive Behavor Scale (ABS) were correlated with scores on the Menstrual Care Scale. Results revealed that relationships with the ABS Part I subscales (personal independence) were highly positive. However, relationships with Part II subscales (maladaptiive behaviors) were not nearly as strong. It was concluded that the Menstrual Care Scale is developmentally based and its task analysis format promotes instruction. (CL)

ED 233 146 CE 036 605

Kidney, John

Placement Procedures and Counseling Students for Job Application. Module Number 4. Work Experience Program Modules. Coordination Techniques Series.

Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.; Northern Iowa Univ., Cedar Falls. Dept. of Business Education and Administrative Management.

SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Autoinstructional Aids; Behavioral Objectives; *Cooperative Education; Counseling Techniques; Employment Interviews; *Instructor Coordinators; Job Application; *Job Placement; Learning Modules; *On the Job Training; Pretests Posttests; Secondary Education; Special Education Teachers; Student Employment; Student Evaluation; *Teacher Education; Teaching Methods; Vocational Education; Vocational Education Teachers; *Work Experience Programs

This self-instructional module, one of 16 on techniques for coordinating work experience programs, provides preservice and inservice educational materials for teacher-coordinators supervising on-the-job training. The two goals stated for this module are to know the procedure for job placement and to be prepared to instruct students for job application, job interviews, and a followup to the interview. For each goal, these materials are provided: an optional pretest, informative material, and a self-check. Forms to be used in preparing students for job application are provided. Other module contents include a module posttest, pre- and posttest answer keys, and a list of resources for additional information. (YLB)

ED 233 192 CE 036 682

The Single Needle Lockstitch Machine. Setting a Collar. Module 5.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; *Clothing Instruction; *Equipment; Home Economics; Independent Study; Learning Activities; Learning Modules; Needle Trades; Occupational Home Economics; Occupational Information; Postsecondary Education; Secondary Education; *Sewing Instruction; *Sewing Machine Operators
IDENTIFIERS- *Collars (Clothing); *Sewing Machines; South Carolina

This module on sewing collars, one in a series on the single needle lockstitch sewing machine for student self-study, contains three sections. Each section includes the following parts: an introduction, directions, an objective, learning activities, student information, student self-check, check-out activities, and an instructor's final checklist. The sections cover the following topics: setting a circle collar, setting a sandwich collar, and making or running collars. The material is illustrated with line drawings. (KC)

ED 233 349 CS 207 645

Atwater, Tony
Product Differentiation in Local Television News.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Commercial Television; *Content Analysis; Information Dissemination; Information Sources; *News Media; *News Reporting; *Programing (Broadcast); *Television Research
IDENTIFIERS- *Local News

A study was conducted to investigate the extent to which local television stations exhibited diversity in newscast content within three midwest broadcast markets. A second objective was to describe the nature of the news content characteristic of local news stories that were broadcast by only one station within a market (or unique news stories). A content analysis of 45 local television newscasts on nine different stations was followed by the administration of in-depth interviews with the stations' news editors. The interviews solicited information from the editors about sources of unique news stories and about their perceived newsroom philosophies in the coverage of unique news stories. Results showed that more than half of local stories analyzed were categorized as unique. These stories most frequently involved the topic Human Interest/Feature when analyzed with respect to all local stories. (Appendixes contain definitions of news story topics and brief summaries of each local news story analyzed.) (Author/FL)

ED 233 396 CS 207 814

Fenton, Mary C.

Teaching Persuasion: A Positive Approach.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College English; Essays; *Expository Writing; Higher Education; Models; *Persuasive Discourse; *Prewriting; *Revision (Written Composition); *Writing Evaluation; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- *Audience Response

The synthesis of four instructional models for argumentative writing--the Toulmin, Hiduke, Winder, and Crebbe-Debate approaches--with basic discourse theory produces a practical and positive method of teaching college students to write effective persuasive essays. A battery of questions based on a modified communication triangle--subject (problem), writer (rhetoric) and audience (opposition)--helps students to analyze argument components. Adapted from the Crebbe-Debate approach, peer evaluation of arguments emphasizes the importance of the audience in persuasive essays. Combining inductive analysis of writer, subject, audience, and sense of audience immediacy with solid organizational options, this method teaches students not simply what weakens arguments, but how to write good persuasive essays. (Questions for analysis are included within the text.) (MM)

Cutbirth, Craig W.; And Others
The Ethics of Media Framing of Issues in the 1980 Presidential Campaign.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Elections; *Ethics; *Mass Media Effects; Media Research; News Media; *News Reporting; *Political Issues; Television
IDENTIFIERS- Audience Response; *Media Bias; *Presidential Campaigns; Presidential Candidates

Hypothesizing that the way in which the media present information influence their audiences' reaction to it, a study examined 158 economy-related news stories broadcast between September 15 and October 31, 1980, by the three major television networks: ABC, NBC, and CBS. Analysis was guided by three questions: To what degree was economic information presented as related to the 1980 presidential election? Was the link provided by the network or was it part of the content? and Was the campaign frame presented in an ethical manner?

The study found that networks used a double (campaign--economy) frame between 15% and 20% of the time. In these doubleframes, ABC itself presented the campaign link 7 of 8 times, NBC--7 of 10, and CBS--6 of 11. Analyzing whether the economic information reported or denigrated a particular candidate, the study reported 4 ethical violations in ABC's 8 dual frames, 4 in NBC's 10 frames, and only 2 in CBS's 11 frames. (MM)

A Guide to Hosting a Theatre Festival.

Texas Education Agency, Austin. Div. of Curriculum Development.

PUB DATE- 83
AVAILABLE FROM- Publication Distribution Office, Texas Education Agency, 201 East 11th St., Austin, TX 78701 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Cultural Activities; Curriculum Enrichment; Curriculum Guides; *Dramatics; Drama Workshops; *Educational Cooperation; *Enrichment Activities; Higher Education; Interdisciplinary Approach; Secondary Education; *Theater Arts
IDENTIFIERS- *Theater Festivals

Based on the premise that a multischool theatre festival can provide educational interaction on a noncompetitive basis, this guide has been prepared as an aid for schools and theatre arts departments wishing to host such a festival. The guide discusses a variety of theatre festival components, including (1) the purpose and types of festivals; (2) host sites; (3) designing the festival; (4) publicity; (5) evaluation; (6) festival models--theatrefest, drama festival, play clinic, and workshop; (7) scheduling; (8) commentators and workshop presenters; (9) registration fees; (10) accommodations; (11) invitations; (12) information and registration packets; (13) staff; (14) food; (15) final preparations; and (16) festival participants' evaluation. (HTH)

ED 233 488 EA 016 053

Schubert, W. H.; And Others
Perceptions of the Relation between Curriculum Theory and Practice: A Survey of ASCD Curriculum Leaders.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- College School Cooperation; *Curriculum Development; *Curriculum Research; Elementary Secondary Education; Faculty Organizations; Questionnaires; Researchers
IDENTIFIERS- *Association for Supervision and Curriculum Devel; *Curriculum Theories

Members of the Theory into Practice Subcommittee of the Association for Supervision and Curriculum Development (ASCD) Curriculum Committee were sent an open-ended questionnaire in September 1982. The questionnaire elicited responses from 46 of the 120 subcommittee members. An introduction explains the purpose of the survey as a predecessor for a larger survey on the interaction of theory and practice in the curriculum field. Comments from each respondent follow each questionnaire item. The questions concern the participation in, and identification of, college/school district relationships with respect to curriculum development and implementation, and the identification of particular theories that provide the bases of instructional content and processes. Respondents were also asked what the terms "curriculum theory" and "theory into practice" mean to them, and several questions about theory and practice. (MLF)

ED 233 162 CE 036 629

Special Placement and Follow-up Assistance to Persons Entering Non-Traditional Occupations. Final Report from July 1, 1982 - June 30, 1983.

Brevard Community Coll., Cocoa, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 30 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Career Awareness; *Career Guidance; Community Colleges; *Employment Opportunities; Employment Potential; Females; *Followup Studies; *Job Placement; Job Skills; Job Training; Linking Agents; *Nontraditional Occupations; Outreach Programs; Postsecondary Education; Program Development; Program Effectiveness; Program Implementation; School Business Relationship; Sex Fairness; Vocational Adjustment; *Vocational Followup
IDENTIFIERS- *Brevard Community College FL; Florida (Brevard County)

A project was undertaken at Brevard Community College in Florida to provide special placement and followup assistance to persons entering nontraditional occupations. Included among the major project activities were the following: efforts to raise the consciousness of women about opportunities in nontraditional careers through a seminar on employment opportunities for women in the eighties, provision of outreach and intake services, provision of support counseling, development of an employability skills training program, establishment of services to place clients into training and jobs, and development of liaisons with business and industry. Since the project's inception, over 200 office visits and 1,300 telephone contacts have been provided for a total of 1,500 client contacts. Furthermore, over 60 contacts were made with Brevard County employers and 9 site visits were made. As a result of the project, 33 persons were placed in training at Brevard Community College, 59 were placed in jobs, and at least 23 persons were placed in Women's Education Development Incentive classes. In addition, several Brevard Community College placements are anticipated for fall. (MN)

ED 233 225 CE 036 775

Pfiffner, Karen J.

Examining Sex Bias. Module 1. Choosing Occupations and Life Roles.

Appalachia Educational Lab., Charleston, W. Va.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- WEEA Publishing Center, Education Development Center, 55 Chapel Street, Newton, MA 02160 (Complete set--$33.50; handbook plus Module 1--S22.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Career Education; *Career Planning; Definitions; Guidelines; Learning Activities; Program Implementation; Secondary Education; *Sex Bias; *Sex Role; *Sex Stereotypes
IDENTIFIERS- *Life Planning

This module on examining sex bias, the first in a series of three volumes of sex-fair career guidance activities, deals with choosing occupations and life roles. Included in the module are 20 individual and group activities designed to introduce students to the concept of sex-biased role perceptions and to make students aware of the potentially limiting effects of allowing sex role bias to interfere with occupational choices. Each activity contains a concept, a description of the activity, an overall goal, a list of needed materials, instructions for conducting the activity, discussion topics, outcome objectives, and suggestions for follow-up and alternative activities. (MN)

ED 233 256 CG 016 833

Rouson, William E.
Individualized Career Education Plan (ICEP) K-12, and Comprehensive Career Guidance System. Second Edition.
Riverside County Superintendent of Schools, Calif.

PUB DATE- 4 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Career Education; Classroom Techniques; *Computer Oriented Programs; Curriculum Development; Elementary Secondary Education; Guidance Objectives; *Guidance Programs; *Individualized Instruction; *Learning Activities

The first section of this guide presents the Individualized Career Education Planning (ICEP) system, which provides major organizing and implementing components for comprehensive, individualized career guidance and instruction including: ICEP forms for recording career development goals and short-term objectives, guidance and instructional activities, and students' present level of career related skills and proficiencies; an assessment plan; and step-by-step plans for professional and peer group counseling related to career education. The system is computerized and may be used with all K-12 students and in continuing education. The ICEP system divides career education into five developmental stages: awareness, orientation, exploration, preparation, and participation. The second section of the guide, arranged by curriculum subject matter, presents instructional strategies designed to integrate career education into curriculum activities. Each strategy specifies the following: career development goal (at one of the five stages of development), grade level, subject area, short-term objectives, and activities. The curriculum areas are: language arts, mathematics, science, social studies, health, music, art, physical education, English, home economics/industrial education, business education, foreign languages, and interdisciplinary studies. The third section of the guide provides the computerized forms for ICEP. A list and description of the basic skills appropriate for students, according to grade level and subject matter area, is attached. (WAS)

ED 233 271 CG 016 850

Sultan, Faye E.; Johnson, Peter
Factors Contributing to Dropout in a Psychosocial Rehabilitation Program for the Chronically Emotionally Disabled.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Deinstitutionalization (of Disabled); *Dropout Attitudes; Dropout Research; *Dropouts; *Emotional Disturbances; Mental Disorders; *Participation; *Rehabilitation Programs; Self Concept; Social Support Groups; Vocational Rehabilitation

Deinstitutionalization refers to the provision of care for psychiatrically-disabled individuals within the community, rather than in institutions. Thus far, evaluation of vocationally-oriented psychosocial rehabilitation programs developed to substitute for institutions have failed to assess reasons for dropping out of or refusing to participate in these programs. To identify factors which are likely to contribute to the chronically emotionally disabled client's premature termination or refusal to participate in a psychosocial rehabilitation program, chronically emotionally disabled adults (N=38) who were invited to participate in a vocationally oriented psychosocial rehabilitation program completed measures of self-concept, overall level of psychopathology, expectancy for success in the program, and aspects of psychosocial functioning. Individuals who refused participation in the program (Refusers) were compared with those who dropped out within 2 months (Dropouts) and those who participated in the program for 6 months (Remainers). Statistical analyses showed that expectancy of positive change was not related to dropout. Refusers perceived themselves as receiving less help and support from friends than the Dropouts or Remainers, and individuals who perceived themselves as receiving more social support tended to have a better self-concept and were better satisfied with their current living situation. The high combined rate of Refusers and Dropouts (44%) suggests that rehabilitation programs are not serving the needs of a sizable proportion of the client population. (WAS)

ED 233 286 CG 016 865

Morton, Kelly R.; Hall, Donald M.
Relational and Item-Specific Encoding: Effects of Orienting Task,

Materials, and Type of Test on Prose Memory.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; College Students; Higher Education; Memorization; *Retention (Psychology); *Test Format; *Textbook Content

The type of cognitive processing most beneficial to memory may depend on the structure of the material and the type of retrieval test required. Relational encoding organizes words by their relationships, while item-specific encoding processes words on an individual basis. To obtain information on these cognitive processes as they relate to the use of textbook materials and recall, as shown by essay and multiple choice tests, 200 college students were presented with a section from a genetics textbook structured in one of four ways: keywords in italics; headings showing the organization of the material; both keywords in italics and headings; and neither italics or headings. The students were randomly assigned to process one of the different sets of material using one of six processing tasks: (1) a single relational task; (2) a tree diagram and outline, i.e., a combination of two relational tasks; (3) (4) individual item tasks, i.e., draw or define; (5) a combination of two individual item tasks, i.e., draw and define; and (6) diagram and define, a combination of relational and individual item tasks. Analyses of multiple choice test data showed significantly better performance for the define (keywords) condition. All other effects were nonsignificant. A second study examined the relationship between tree diagramming and defining, the relational and individual-item tasks, and the four materials conditions on an essay test. Data analysis indicated significantly better performance for the tree diagram condition than for the define keywords condition. (MCF)

Kucer, Stephen B.
Text Coherence as an "In-Head" Phenomenon.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Coherence; Higher Education; *Reading Comprehension; *Semantics; *Writing (Composition); *Writing Evaluation; Writing Research
IDENTIFIERS- *Reader Text Relationship; *Text Coherence

To create not a text-bound but a reader-based procedure for identifying global coherence within a discourse, five major writing tasks of 13 college students enrolled in a basic skills composition course were evaluated by three readers--doctoral students and faculty members in English and Reading Education. After choosing the five most and the five least coherent papers, the readers summarized the main ideas of these texts and identified the statements contributing to and detracting from their main ideas. Analysis of the readers' findings revealed no significant differences between highly coherent and highly incoherent papers in the percentage of statements contributing to global meaning. It did show, however, that the globally incoherent texts had a higher percentage of local incoherent statements and more frequently required readers to generate major inferences from these statements. Results indicated little reader agreement either on which propositions in the more incoherent papers were significant or irrelevant, or on the global meanings of any papers, coherent or not. The findings suggest that more coherent texts supply readers with a greater number of multiple cues for the building of meaning macrostructures and thus require fewer processing resources on the part of the reader. Because reading is a transactive process, however, the existence of multiple signs does not guarantee a shared understanding of even the most coherent texts. (MM)

ED 233 333 CS 007 284

Bartelo, Dennise M.; Cornette, James H.
A Literature Program for the Gifted: Gifted Writers + Gifted Readers = Positive Reading Attitudes.
PUB DATE- 27 Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Ability Grouping; *Academically Gifted; Creative Activities; *Critical Reading; Elementary Education; Grade 6; Intermediate Grades; *Language Arts; *Literature Appreciation; Middle Schools; Program Descriptions; Reading Attitudes; Reading Instruction; Reading Materials; *Reading Programs; *Student Motivation; Teaching Methods

To provide a differentiated language arts program to meet the needs of highly able and gifted readers and to encourage interest in reading and the development of state reading goals, students in the sixth grade of a middle school in Maryland were grouped by ability for their language arts/reading classes. Students were exposed to a wide variety of reading materials from a variety of publishers, rather than confined to a particular basal reading series. They also learned techniques to help them to read materials critically, and shared their interpretations in small group discussions. In addition, students were asked to select and develop creative projects to elaborate the ideas they gathered from their shared interpretive reading. Projects included sociograms, time machine models, newscasts, games based on story themes, development of floor plans to illustrate particular character traits, sample children's books, and simulation role playing activities. In response to a questionnaire to evaluate the program, 88% of the students stated that they had increased their understanding and appreciation of literature, 75% declared an increase in the amount of time spent reading, 56% disclosed that they had discussed the stories with others outside of class, and 40% reported further reading of stories by the authors presented in the program. (HOD)

ED 233 381 CS 207 798

Allen, R. R.; Kellner, Robert W.
Putting Humpty Dumpty Together Again: Integrating the Language Arts. The Talking and Writing Series, K-12: Successful Classroom Practices.
Dingle Associates, Inc., Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC. Basic Skills Improvement Program.
PUB DATE- 83
CONTRACT- 300-81-0400
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Classroom Research; *Communication Skills; *Curriculum Development; Elementary Secondary Education; *Integrated Curriculum; *Language Arts; Language Experience Approach; Learning Activities; Listening Skills; Program Descriptions; Reading Instruction; Speech Instruction; Teaching Methods; Validated Programs; Writing Instruction
IDENTIFIERS- *Theory Practice Relationship

Prepared as part of a series applying recent research in oral and written communication instruction to classroom practice, this booklet deals with the integrated language arts curriculum. Noting the disparity between what is advocated for and what is practiced in language arts teaching, the first section of the booklet describes an integrated kindergarten classroom and identifies two major approaches to extending integration throughout the elementary and secondary school curriculum. The second section discusses three model programs featuring curriculum integration: the Individualized Language Arts project from Weehawken, New Jersey; the Academic Improvement through Language Experience program developed in Kenosha, Wisconsin; and the Wisconsin Alternative Curriculum Design, based on both the five functions of communication--informing, expressing feeling, imagining, ritualizing, and controlling--and the five communication contexts--intrapersonal, dyadic, small group, public, and mass communication. The third section discusses the advantages of an integrated curriculum, including the encouragement of a better language arts balance; the promotion of audience awareness; the encouragement of experiential learning; and the provision of rich, varied language experience. (FL)

ED 233 520 EC 160 041

Rawlings, Brenda W.

Louisiana Statewide Assessment and Data Management System for Hearing Impaired, Visually Impaired, and Deaf-Blind Students. Final Report, 1981-82.

Gallaudet Research Inst., Washington, DC. Center for Assessment and Demographic Studies.; Louisiana State Dept. of Education, Baton Rouge.

PUB DATE- Sep 82

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- Achievement Tests; *Demography; Elementary Secondary Education; *Hearing Impairments; *State Surveys; *Student Characteristics; *Visual Impairments

IDENTIFIERS- *Louisiana

The report describes Louisiana's effort to survey local education agencies and special schools for information on sensory impaired students (preschool through secondary levels) within the state. Information on demographic factors, educational program descriptions, hearing and vision status, and other educationally significant handicaps was obtained through analysis of individual student profiles. Further, performance of hearing impaired students on the Stanford Achievement Test for Hearing Impaired students (SAT-HI) was analyzed. Methods for obtaining and analyzing information are reviewed. Among data highlights cited are that state schools for the deaf and visually handicapped accounted for approximately 44% of the total population reported; males were predominant in number in all categories of handicap; and two-thirds of students with visual handicaps only were served in self-contained classes. Uses of the data management system include: generating individual student profiles, SAT-HI reports, and verification of subgroups within the sensory impaired population. A major achievement in this year's survey is explained to be the inclusion of the visually handicapped population. Among appendixes are pupil profile forms and detailed tables depicting student distribution. (CL)

ED 233 554 EC 160 082

Menolascino, Frank J.

Schizophrenia in the Mentally Retarded.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Clinical Diagnosis; *Drug Therapy; Etiology; Incidence; *Mental Retardation; Multiple Disabilities; *Psychological Patterns; *Schizophrenia
IDENTIFIERS- *Thioridazine; *Thiothixene

The relationship between schizophrenia and mental retardation is examined. Historical associations between symptoms of the two disorders are reviewed, and a 3-year study of the incidence (14%) of mental illness in 798 retarded individuals in a community based program is described. Information on the etiological, developmental, and phenomenological factors involved in classifying psychotic reactions in the mentally retarded is summarized. Treatment with thiothixene (Navane) and thioridazine (Mellaril) on 61 retarded and non-retarded schizophrenics in an inpatient psychiatric hospital is reported to have produced significant improvement in social adjustment, attentiveness, approachability, and behavior. The thiothixene treated group required less time to show therapeutic improvement. The author asserts that schizophrenia in retarded persons is a distinct, treatable condition, and that there is increased interest in the psychiatric aspects of retardation. (CL)

ED 233 177 CE 036 657

Teaching Reading in Vocational Education.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Cloze Procedure; *Content Area Reading; Instructional Materials; Learning Activities; Material Development; Reading Improvement; *Reading Instruction; Reading Material Selection; Reading Skills; Resources; Secondary Education; Skill Development; *Vocational Education
IDENTIFIERS- SQ3R Study Formula

This handbook on teaching reading in vocational education is designed to provide vocational education teachers with a resource to use in helping students to develop sound reading skills. Provided in the handbook are information sheets, self-checks, practice activities, and suggestions for further reading dealing with the following topics: strategies for matching reading materials to student abilities (cloze procedure, fitting readability grades of text to student reading level, group informal textbook tests, and adjustments that enable students to cope with content reading); strategies for developing vocabulary and comprehension); and strategies for improving reading during content instruction (directed reading activities, study guides, and the SQ3R study formula). Appendixes to the handbook contain 22 teacher resource sheets, a reference and resource list, and answers to the self-checks. Included among the topics addressed in the individual resource sheets are introducing textbooks, words with general and technical meanings, reading symbols, directions for constructing crossword puzzles, constructing sight word exercises for content lessons, basic phonics instruction, signals for thought patterns, and reading technical materials. (MN)

ED 233 193 CE 036 683

The Single Needle Lockstitch Machine. Making and Setting Cuffs. Module 6.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; *Clothing Instruction; *Equipment; Home Economics; Independent Study; Learning Activities; Learning Modules; Needle Trades; Occupational Home Economics; Occupational Information; Postsecondary Education; Secondary Education; *Sewing Instruction; *Sewing Machine Operators
IDENTIFIERS- *Cuffs (Clothing); *Sewing Machines; South Carolina

This module on making and setting cuffs, one in a series on the single needle lockstitch sewing machine for student self-study, contains three sections. Each section includes the following parts: an introduction, directions, an objective, learning activities, student information, student self-check, check-out activities, and an instructor's final checklist. The sections cover the following topics: making and setting all types of cuffs, making and setting French/placket cuffs, and making and setting bound sleeve cuffs. The material is illustrated with line drawings. (KC)

ED 233 241 CG 016 817

Love, James G.
Improving Self Worth by Learning to Cope with Distress: A Teaching Model Produced for Mid-Adolescents in the Ann Arbor Public Schools.
PUB DATE- Jun 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adjustment (to Environment); *Adolescents; *Coping; High Schools; Physiology; *Self Esteem; *Stress Management; Stress Variables; Teaching Guides; *Well Being

The goal of this teaching model, which is designed to occupy approximately 8 class periods of 50 minutes each, is to improve the health and well-being of high school students through instruction in recognizing personal distress and utilizing effective coping techniques. Each of the six lessons (Introduction, Recognizing Our Stress Symptoms, How Stress Affects the Body, Our Lifestyle Can Reduce Stress, Coping, and Coping--Quieting Response) focuses on a competency, e.g., understanding that stress is a natural response. Performance objectives relevant to each competency are stated and activities are suggested for accomplishing each objective. The time needed for each is also suggested. Accompanying diagrams and charts which illustrate various aspects of the lessons (physiological stress, distress and coping, the physiology of stress, and a distress "prevention" lifestyle) are provided, along with a teacher's guide for their use. A bibliography of selected readings is included. (AG)

ED 233 316 CS 007 248

Reading Improvement Specialists: Statement of Functions.
Dependents Schools (DOD), Washington, D.C.
REPORT NO.- DoDDS-Manual-2430.3
PUB DATE- 19 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Educational Assessment; Elementary Secondary Education; Mainstreaming; *Program Development; Program Guides; *Reading Consultants; *Reading Instruction; *Reading Programs; *Remedial Reading; Resource Teachers; *Teacher Role

Designed to identify and develop reading skills, stimulate the desire to read, promote an appreciation of literature, and encourage reading as a lifelong habit, the Department of Defense Dependents Schools Comprehensive Reading Program presented in this pamphlet outlines the major functions of the reading improvement specialist (RIS). These functions, as described in the pamphlet, include the following: (1) promoting the reading program by helping to implement and monitor it, (2) providing assessment services for staff, (4) offering instruction to supplement regular classroom instruction, (5) working with other specialists to develop programs for individual students or classes, and (6) participating in professional growth and development activities. An appendix describes the reading specialist's role in carrying out Public Law 94-142, which addresses the educational needs of handicapped students. (MM)

ED 233 474 EA 016 037

Ricciotti, Joseph A.; Soares, Louise M.

School Organizational Patterns and Reading Achievement.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classroom Environment; Elementary Education; *Experimental Schools; Longitudinal Studies; Non Graded Instructional Grouping; Non Traditional Education; *Open Plan Schools; *Reading Achievement; Reading Comprehension; Reading Tests; *School Organization; *Self Contained Classrooms; Standardized Tests; Suburban Schools; *Traditional Schools

This study was conducted to determine whether changes from traditional organizational patterns in elementary schools make a difference in reading achievement. The study was conducted through comparisons of student populations in three suburban schools. Two schools were experimental (one nongraded, one open space), and the third was a traditional model. Standardized tests were given annually to all students, and comparisons were made of test scores. The longitudinal study followed students through their elementary school experience. Results show that students in schools with innovative design do better in reading achievement overall. The findings show that these students do as well or better on standardized reading tests and that the longer students are in experimental settings the greater the benefit they receive. The study concludes that experimental settings are conducive to reading achievement and supports the viability of these organizational concepts in elementary schools. (MD)

ED 233 504 EC 152 514

College Students with Disabilities: A Resource Handbook.
California State Univ., Chico.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Sensitivity and Special Populations Project, California State University-Chico, Chico, CA 95929 ($7.50 for handbook; referenced videotape programs available in two videocassettes, $125.00 for set).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Accessibility (for Disabled); Ancillary School Services; Audiovisual Aids; College Students; Communication Skills; *Disabilities; *Faculty Development; *Information Sources; Instructional Materials; Postsecondary Education; *Sensory Aids; Staff Development; Student Needs; Videotape Recordings

A resource handbook for faculty and other postsecondary staff who wish to expand their skills in meeting the needs of college students with disabilities is presented. The training program was developed through the Sensitivity and Special Populations project at California State University, Chico. The handbook contains edited transcripts and learning objectives for five video training programs; a safety checklist to help improve safety and accessibility for the disabled; a problem solving chart containing ideas for instructional accommodation; a list of helpful hints; and references of books, films, and agencies/organizations. The titles of the video programs are as follows: "See Me as Me," "Total Communication," "Instructional Adaptations," "Campus Access," and "Devices, Technology, and Change." Additional resource materials include the following: a summary of Section 504 of the Rehabilitation Act of 1973, The United Nations Declaration on the Rights of Disabled Persons, guidelines for evaluating audiovisual materials, a list of selected audiovisual resources, working definitions of "handicap" and specific disabilities, a glossary, and American Sign Language and Braille alphabets. Finally, a list of approximately 180 references (publications, programs, organizations) are appended. (SEW)

ED 233 133 CE 036 048

Ball, Joseph; And Others
The Participation of Private Businesses as Work Sponsors in the Youth Entitlement Demonstration.
Manpower Demonstration Research Corp., New York, N.Y.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.; Rockefeller Bros. Fund, New York, N.Y.; Rockefeller Foundation, New York, N.Y.
PUB DATE- Mar 81
GRANT- 28-36-78-36; RF79071
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Adolescents; Demonstration Programs; Disadvantaged Youth; *Employer Attitudes; Employment Level; *Employment Programs; Federal Programs; Job Training; Minimum Wage; Pilot Projects; *Program Effectiveness; Program Implementation; Young Adults; *Youth Employment
IDENTIFIERS- Comprehensive Employment and Training Act; Prime Sponsors; *Private Sector; *Youth Incentive Entitlement Pilot Projects

The Youth Incentive Entitlement Pilot Projects demonstration has been the most ambitious attempt thus far to determine the feasibility of using private employers to provide a work experience in a youth employment program. In establishing this demonstration, congress authorized program operators to recruit private businesses as well as the traditional providers of work experience: public and nonprofit agencies. As part of the overall research on the implementation of entitlement, this report examines the participation of private businesses in the demonstration with particular attention to the experiences of both the firms that chose to participate and those that did not. The report addresses the strategies of prime sponsors in recruiting private businesses, the interest of firms in participating as work sponsors, and the experiences of those who participated. In particular, the report assesses the sensitivity of the participation decision to the level of wage subsidy offered by the prime sponsor on the basis of a subsidy variation experiment conducted at two sites. In addition, the study assesses the satisfaction of firms with program administration and with the youths working for them, as well as the factors that affected their willingness to remain as work sponsors. Finally, the report addresses the dual congressional mandate that job creation for entitlement youth must not result in "make-work" jobs or in displacement of work opportunities for others by examining the relationship between levels of work quality and degrees of displacement. (KC)

ED 233 147 CE 036 606

Reed, Jack
Training Agreements. Module Number 5. Work Experience Program Modules. Coordination Techniques Series.
Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.; Northern Iowa Univ., Cedar Falls. Dept. of Business Education and Administrative Management.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Autoinstructional Aids; Behavioral Objectives; *Cooperative Education; Employer Employee Relationship; *Instructor Coordinators; Job Placement; Learning Modules; *On the Job Training; Pretests Posttests; Secondary Education; Special Education Teachers; *Student Employment; Student Evaluation; *Teacher Education; Vocational Education; Vocational Education Teachers; *Work Experience Programs
IDENTIFIERS- *Training Agreements

This self-instructional module, one of 16 on techniques for coordinating work experience programs, provides preservice and inservice educational materials for teacher-coordinators supervising on-the-job training. The two goals for this module are to know the purposes and features of a training agreement and to be able to complete a training agreement form for each student with their training sponsor. For each goal, these materials are provided: an optional pretest, informative material, and a self-check. Model training agreements are provided in the materials for goal 1; among the goal 2 materials is a guide sheet for a videotape presentation. Other module contents include a module posttest, pre- and posttest answer keys, and a list of resources for additional information. (YLB)

ED 233 212 CE 036 738

Gwartney-Gibbs, Patricia A.
The Length and Characteristics of Women's Lifetime Work Experience.
SPONS. AGENCY- Social Science Research Council, New York, N.Y.
PUB DATE- Dec 81
GRANT- DD-26-80-025
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Data Collection; *Employed Parents; Employment Level; *Employment Patterns; *Females; Income; Labor Force; Labor Force Nonparticipants; *Research Methodology; *Salary Wage Differentials; *Work Experience

A study examined the length and characteristics of women's lifetime work experience. The principal data source for the survey was a set of detailed work, educational, marital, and fertility histories that were collected in the fall of 1979 from 314 couples in the Detroit metropolitan area. While prior researchers had relied upon measures of the length of nonwork as a proxy for intermittency in women's work experience, the present researcher employed an exact measure of intermittency. In addition, she introduced a new method of analyzing the following four characteristics of lifetime work experience: the intensity of past work, duration of work with past employers, employer mobility, and intermittency. This method of data analysis confirmed the hypothesis that the presence of children substantially altered women's lifetime patterns of work experience. While the four characteristics of lifetime work experience were shown to be useful descriptive tools for comparing differences in work experience among married women with and without children, they did not, however, add to the understanding of the earnings process for these women. Furthermore, the results suggested that neither the length nor characteristics of work experience prior to tenure was a critical factor for understanding why working mothers earn less than childless women or men. (MN)

ED 233 350 CS 207 646

Folkerts, Jean Lange
Newspaper Portrayals of Agrarian Reform: The "Jacksboro Rural Citizen" and "The Dallas Morning News."
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; *Farmers; *Journalism; *Media Research; *Newspapers; News Reporting; Regional Characteristics; *Social Action; Social Change; United States History
IDENTIFIERS- *Farmers Alliance; *Journalism History

The Farmers' Alliance was organized in Texas in 1877, and soon spread through the South and Midwest. Farmers formed cooperatives to combat the crop-lien system that bound them to furnishing merchants and to oppose differential railroad rates that hampered the shipment of their crops. As it grew, the alliance began to demand other land, transportation, and monetary reforms that ultimately became part of the political framework of the Populist Party. To determine the role of the alliance press as a propaganda arm of the movement and as an integral communication and educational network of the alliance, a study was made of two Texas newspapers--the "Jacksboro Rural Citizen" and the "Dallas Morning News." The two papers represented two different styles of journalism and two points of view in a society under social and political tension. The "News" was a developing business institution in a modernizing journalistic world, while the "Citizen" was a small, rural paper dedicated to the farmers' movement. They represented different styles of business enterprise, served different audiences, and defined news and the public interest from different perspectives. By the end of 1886, however, the two papers had reached a similar conclusion: that the Farmers' Alliance should remain a nonpolitical body and that it should not affiliate with striking laborers. (FL)

ED 233 366 CS 207 782

Hays, Janice N., Ed.; And Others
The Writer's Mind: Writing as a Mode of Thinking.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-5866-8
PUB DATE- 83
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 58668, member $11.95, non-member $13.50).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTIONS- Adult Basic Education; Cerebral Dominance; *Cognitive Processes; Computers; Creative Thinking; Critical Thinking; *Educational Theories; Elementary Secondary Education; Higher Education; Integrated Activities; Language Acquisition; *Language Usage; Revision (Written Composition); *Rhetoric; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Invention (Rhetorical); *Reading Writing Relationship

Prepared by educators, theoreticians, and researchers, the papers in this collection address the connections and interdependencies between writing and cognition. The 24 papers deal with the following topics: (1) rhetoric and romanticism; (2) cognitive immaturity and remedial college writers; (3) current brain research and the composing process; (4) recovering and discovering treasures of the mind; (5) understanding composing; (6) written products and the composing process; (7) modes of thinking and modes of argument; (8) the relation of invention to arrangement; (9) computing as a mode of inventing; (10) invention and the writing sequence; (11) writing as evidence of thinking; (12) the writer's need to invent and express relationships; (13) the development of discursive maturity; (14) building thought on paper with adult basic writers; (15) integrating instruction in reading, writing, and reasoning; (16) writing and reading as collaborative or social acts; (17) reuniting rhetoric; (18) writing and thinking in a postliterate society; (19) the intelligent eye and the thinking hand; (20) interpreting and composing; (21) reviewing reading and writing assignments; (22) metaphor, thinking, and the composing process; and (23) allegory and Jacques Lancan. The concluding article reviews recent research dealing with writing and thinking. (FL)

Braungart, Diane S.
The New Jersey Statewide Writing Assessment Program Staff Development Guide and Reference Handbook.
New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Educational History; Educational Resources; Elementary Secondary Education; Holistic Evaluation; Instructional Materials; *Program Development; *Staff Development; State Programs; *Teaching Methods; Test Construction; Test Interpretation; Test Reviews; *Workshops; *Writing Evaluation; Writing Improvement; *Writing Instruction
IDENTIFIERS- *New Jersey Educational Assessment Program

Intended for writing teachers and administrators of writing programs, this handbook is both an information source and a model for a staff development workshop on writing assessment. Section I reviews the history of the New Jersey Statewide Writing Test, while Section II describes the test format, content, and reporting procedures. After an evaluation of holistic scoring in Sections III and IV, Section V suggests ways of applying test results to strengthen student writing. The final two sections discuss curriculum changes, materials, and strategies to improve writing instruction. The entire handbook is organized around a sample agenda for a writing assessment workshop. Appendixes include descriptions of successful writing programs, sample writing topics, a list of publishers welcoming student writing, and information on ERIC documents on writing instruction. (MM)

ED 233 413 CS 504 339

Rubin, Rebecca B., Ed.
Improving Speaking and Listening Skills. New Directions for College Learning Assistance, Number 12.

REPORT NO.- ISBN-87589-936-6
PUB DATE- Jun 83
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104 ($7.95 single copy).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Communication Apprehension; Evaluation Methods; Higher Education; *Interpersonal Communication; *Listening Skills; Remedial Instruction; Skill Development; *Speech Communication; Speech Curriculum; *Speech Instruction; *Speech Skills; Teacher Role; Teaching Methods

Providing insight into how learning assistance practitioners can effect positive change in the ability of their students to speak and to listen, this book presents the experiences of communication professionals who have succeeded in improving students' skills. The first five chapters describe a variety of instructional methods useful in teaching speaking, interpersonal, and listening skills, and examine some model programs that involve learning assistance personnel. The next three chapters help the reader to find additional information on speech communication instruction. Specifically the chapters discuss the following topics: (1) helping students to become better interpersonal communicators, (2) improving listening skills, (3) overcoming communication anxiety, (4) teaching speech communication skills, (5) speaking and listening education across the curriculum, (6) methods of assessing speaking and listening skills, and (7) resources in speech communication. The eighth chapter provides an overview of the literature on improving speech communication skills, and the ninth discusses the importance of skill improvement and implications for the future. (HTH)

ED 233 430 CS 504 385

Andersen, Kenneth E.
What Do the 1980's Hold for Speech and Theatre Programs in Illinois?
PUB DATE- 17 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Educational Trends; *Futures (of Society); *Speech Communication; Speech Curriculum; *Speech Instruction; *Theater Arts
IDENTIFIERS- *Illinois

Education in Illinois will face a number of problems in the 1980s: decline in student enrollment, inflation, and decline in public support of education. It is impossible to estimate how these forces will affect speech communication and theatre programs, but three factors suggest that real opportunities exist for speech and theatre among the aforementioned challenges. First, speaking and listening are being accorded major attention as central to the educational process and as areas in which the skills of all individuals must be fully developed. Second, there is growing general public awareness of the importance of oral communication skills. Third, the speech profession has matured to a point where it is ready to respond to the communication needs of business. But the speech profession must continue to work toward greater quality. In this challenge to excellence four things must be considered: (1) there must be a vision of the future; (2) speech and theatre professionals must work in cooperation with colleagues, particularly those in English; (3) the quality of such programs must be discernible; and (4) speech professionals must cope with the conflict between the desire for high standards and the desire to provide every person with a quality flexible education. (HTH)

ED 233 444 EA 015 866

Goodman, Norman G.
The International Institutionalization of Education.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Cultural Differences; *Degrees (Academic); *Developed Nations; *Developing Nations; Educational Theories; Foreign Countries; Higher Education; *Qualifications; Social Influences; *Social Status; Sociocultural Patterns
IDENTIFIERS- *Malaysia

A study of student opinions in a developing country--Malaysia--shows that the institutionalization of education in developed countries has been transferred to developing countries in the status given to Western degrees. Ideas about what constitutes knowledge and professionalism, disseminated by universities of the Western world, have come to dominate higher education in developing countries; however, the importance of a Western-style education for institutionalizing its values lies in the way such a curriculum shapes a nation's view of its own development, its schooling systems, its other institutions, and its powerful class. Western-style theories of knowledge prescribe kinds of analysis and solutions to Third-World problems, just as theories of competency (based upon degrees held or programs completed) prescribe who is to be given elite status in a specialized field and in the social structure as a whole. In developing countries, then, degrees from universities in developed countries might seem to be valued highest. To test this hypothesis about high-status degrees in a developing nation, a questionnaire, which compared the status of degrees from five countries (Britain, the United States, Malaysia, India, and the Philippines), was given to a group of secondary-level students from Malaysia. Results indicate much higher status accorded degrees from developed countries than even to Western-style universities in the Third World. (JW)

ED 233 459   EA 015 881

Compulsory Schooling in a Changing World.
Organisation for Economic Cooperation and Development, Paris (France).
REPORT NO.- ISBN-92-64-12430-3
PUB DATE- 83
AVAILABLE FROM- OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, DC 20006 ($17.00; also available in French, with the title, "L'Enseignement Obligatoire face a l'Evolution de la Societe").
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Accountability; Attendance Patterns; Class Size; Comparative Analysis; *Compulsory Education; Curriculum Design; Disadvantaged; *Educational Change; *Educational Practices; Education Work Relationship; Elementary Secondary Education; Enrollment Influences; Equal Education; Foreign Countries; Inservice Teacher Education; Parent School Relationship; School Effectiveness; *School Role; Student School Relationship; Teacher Role
IDENTIFIERS- *Organisation for Economic Cooperation Development

The object of this report is to review recent developments in compulsory schooling, to raise what appear to be the critical educational problems alreading facing, or beginning to emerge in, the countries of the Organisation for Economic Cooperation and Development (OECD), and to suggest some of the considerations that might influence policy decisions. Using data from 16 studies of the nations of the OECD, the differing types of schools and various structures of student careers are compared, as are the duration and continuity of schooling among the member nations. Statistics on school attendance and class size and on the education of disadvantaged groups introduce issues in curriculum and educational equity. The changing roles of schools, students, families, and teachers in the educational process are also analyzed for their

implications for educational policy, including such issues as those of the hidden curriculum, the characteristics and training of teachers, and the relationship of schools and employment. The problems of educational accountability, control, and evaluation of schools, which are now faced by many OECD countries, are discussed in terms of the demand for community control and the prominent forms of school evaluation. Finally, such continuing and emerging problems are addressed as those surrounding the issues of accountability, resource deployment during times of falling enrollments, teacher competence, and equality of opportunity. (JW)

ED 233 489 EA 016 054

Morley, Raymond E.; Clay, Helen I.
Alternative Schools and Programs, Iowa. "Reaching Out to Help People." 1983-84 State Directory.
Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Administrative Organization; Basic Skills; *Dropout Prevention; *Dropouts; Elementary Secondary Education; Family School Relationship; Financial Support; Grades (Scholastic); Institutional Characteristics; Low Achievement; Multigraded Classes; Needs Assessment; *Nontraditional Education; Potential Dropouts; Program Development; Program Evaluation; *School Choice; School Community Relationship; School Surveys; Student Needs; Student Teacher Relationship

This directory was developed in response to requests for information on alternative programs for dropouts and potential dropouts. The scope of the dropout problem in Iowa is defined. Presented are definitions of dropout prevention alternative programs as well as a detailed account of useful prevention approaches. The directory includes needs assessment sections--covering (1) demographics, and (2) values and attitudes--for use by school administrators in determining how their individual schools rate in preventing and identifying dropouts. Two articles are included from "Phi Delta Kappan," one showing the superiority of alternative schools, the other covering the concept of alternative schools as a strategy for school reform. A report on the Fall 1981 extensive national survey of public secondary, alternative schools is a major portion of the directory. It outlines sites and structures, growth, organizational types, origins, and sizes of alternative schools; profiles students in the programs surveyed; and delineates the key features and the types of programs available. Finally, the directory lists existing alternative school programs in Iowa, including a description of each program's operational information. (MD)

ED 233 537 EC 160 063

Enell, Nancy C.
Evaluation of the SED Program for Young Adults: 1980-81 School Year. A Special Study in Special Education.
San Juan Unified School District, Carmichael, Calif.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Emotional Disturbances; Evaluation Methods; Interviews; *Mainstreaming; Program Design; Program Development; *Program Evaluation; Secondary Education; *Self Contained Classrooms; *Severe Disabilities

Evaluation of the 1-year program for approximately 25 seriously emotionally disturbed older adolescents involved a review of the program design (objectives and organization), the planning process, interviews with staff, and analysis of data about student progress. Interviews were conducted with 11 staff members to elicit information on such topics as staff preparation and training, curriculum and instruction, and work experience for students. Among findings from interviews were that staff strongly supported the seven program objectives and identified four needs of students (such as a structured environment) and five additional objectives (such as survival skill development). Results indicated that teachers used the special education instructional materials center heavily to provide for individual student abilities; and that six students were successfully mainstreamed into the high school. Student data were gathered on enrollment, attendance, behavior levels, achievement, and placement. Among findings from student data were that attendance was variable, that the average student had achievement scores typical of fifth or sixth grade students, and that intervention of 1 or 2 years can be effective in preparing the students for regular school or work. (MC)

ED 233 163 CE 036 633

Armstrong, Jan
Vocational Support Services for Displaced Homemakers and Re-entry Women. Final Report from 7/1/82 -6/30/83.
Miami-Dade Community Coll., Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 30 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Career Planning; *Coping; *Counseling Services; *Displaced Homemakers; Females; *Financial Services; Followup Studies; Individual Needs; Job Training; Peer Counseling; Postsecondary Education; Program Effectiveness; Program Implementation; Questionnaires; Reentry Workers; Self Concept; Services; Sex Fairness; Social Support Groups; Surveys; Transitional Programs; Vocational Adjustment; *Vocational Education
IDENTIFIERS- *Miami Dade Community College FL

The Vocational Services for Displaced Homemakers and Re-entry Women project was developed and implemented at Miami-Dade Community College in Florida in order to respond to the special needs of displaced homemakers as they begin the transition from homemaker to wage earner. Provided during the project were support services to enable displaced homemakers to cope with their new identities, to locate financial resources, to establish a peer support network, and to enhance their self-concept. The model implemented emphasized the importance of recognizing obstacles that the displaced homemaker might experience, whether personal, structural, or institutional, as well as the development of necessary strategies to maximize the opportunities for success. During the course of the project, services were provided to 525 clients in the following areas: nontraditional career information, local job market trends, resume preparation, and network and linkage referral. Based on a followup survey that was returned by 220 of the project participants, the researchers concluded that the project was highly successful in helping displaced homemakers to cope in their new role. (MN)

ED 233 194   CE 036 684

The Single Needle Lockstitch Machine. Constructing and Setting Sleeves. Module 7.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; *Clothing Instruction; *Equipment; Home Economics; Independent Study; Learning Activities; Learning Modules; Needle Trades; Occupational Home Economics; Occupational Information; Postsecondary Education; Secondary Education; *Sewing Instruction; *Sewing Machine Operators
IDENTIFIERS- *Sewing Machines; *Sleeves (Clothing); South Carolina

This module on constructing and setting sleeves, one in a series on the single needle lockstitch sewing machine for student self-study, contains two sections. Each section includes the following parts: an introduction, directions, an objective, learning activities, student information, student self-check, check-out activities, and an instructor's final checklist. The sections cover the following topic: constructing and setting sleeves with fullness and without fullness. The material is illustrated with line drawings. (KC)

ED 233 226 CE 036 776

Pfiffner, Karen J.
Looking at Jobs. Module 2. Choosing Occupations and Life Roles.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- WEAA Publishing Center, Education Development Center, 55 Chapel Street, Newton, MA 02160 (Complete set--$33.50; handbook plus Module 2--$19.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Career Choice; *Career Education; Career Exploration; Career Planning; *Decision Making; Definitions; *Employment Opportunities; Guidelines; Learning Activities; Nontraditional Occupations; Occupational Clusters; Program Implementation; Secondary Education; *Self Evaluation (Individuals); Sex Bias; Sex Role; *Values Clarification
IDENTIFIERS- *Life Planning

This module on looking at jobs, the second in a series of three volumes of sex-fair career guidance activities, deals with choosing occupations and life roles. Included in the module are four learning activities and four occupational assessments that have been designed to provide explorations into potential careers for students and, at the same time, to make students consciously aware of sex role influences. Topics addressed in the individual activities include determining individual occupational interests, understanding the effect of personal environment on occupational choice, planning a curriculum based on personal interests and occupational goals, identifying the specific rewards of particular work situations, using sex-fair occupational clusters to look at career choice, using work activities and work situations to identify clusters of occupations, identifying levels of aptitudes, and using regional information in making occupational choices. Each activity contains a concept, a description of the activity, an overall goal, a list of needed materials, instructions for conducting the activity, discussion topics, outcome objectives, and suggestions for follow-up and alternative activities. (MN)

ED 233 257 CG 016 834

Archer, Richard L.; Stephenson, Blair
The Effects of Empathy on Perceptions of a Self-Discloser.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.; Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- Apr 83
GRANT- NIMH-MH-33199
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Affective Measures; College Students; *Empathy; Higher Education; *Interpersonal Attraction; *Interpersonal Communication; Interpersonal Relationship; Personality Traits; *Responsibility; Self Expression
IDENTIFIERS- *Intimacy; *Self Disclosure

Listening to an intimate self-diclosure does not always generate attraction for the revealer. One factor which may influence the *relationship between disclosure and attraction is emotional empathy* (i.e. an observer's reacting emotionally because he/she perceives that another is experiencing an emotion). To investigate whether emotional empathy on the part of the listener would increase the effect of a negative, intimate self-disclosure on attraction to the revealer, female undergraduates (N=86) were assigned in equal numbers to the eight manipulated conditions of a 2 (perceptual set) by 2 (intimacy) by 2 (responsibility) design. In groups of two, the subjects were assigned a list of 15 self-description topics. Subjects watching their partner's self-description actually saw one of four videotapes in which the confederate's disclosure varied in intimacy level, or in level of responsibility. Following the videotaped disclosure, subjects completed a mood, and an impression questionnaire. The multiple regression design used for analysis included empathy as a dispositional trait, empathy as a manipulated perceptual set, intimacy-level of the disclosure, and responsibility for the disclosed event as predictors. Results showed that dispositional empathy was associated with greater differences in perceived intimacy, and a tendency to interpret disclosures as an indicator of attraction from the revealer. Dispositional empathy was not associated with greater attraction to the revealer, and perceptual set had no effect on perceptions. (WAS)

ED 233 287 CG 016 866

Falkenberg, Steven D.; And Others
Measuring Attitudes toward Males in Society.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Attitude Measures; College Students; Factor Analysis; *Factor Structure; Higher Education; *Males; Rating Scales; *Sex Role; *Sex Stereotypes; Social Attitudes; Social Cognition
IDENTIFIERS- *Attitudes Toward Men in Society Scale

Although there are over 100 different measures of various aspects of sex role activities, little work has been done to measure male sex role stereotypy or attitudes. Doyle and Moore (1978) factored five scales out of a large pool of items administered to several different groups. To clarify and broaden Doyle and Moore's work, and to develop a measure of attitudes toward males in society, 40 additional items were generated to add to Doyle and Moore's original 45 items, producing an 85-item pool. Factor analysis of college students' (61 males and 123 females) responses to the items (both the original Doyle and Moore items and then of all 85 items) yielded 23 possible factors, with half of the items, including 15 of the 40 new items, loading on a single factor. Fourteen items which loaded over .30 on this factor and did not load higher on any other factors (even in the Doyle and Moore study) were chosen to form the Attitudes Toward Males in Society Scale (AMS). AMS scores were completed for each participant and compared to demographic data. Analyses of results showed that females had a slightly more liberated view of male roles in society than males, and older women were more liberal than younger women. There was no difference with age among men. (MCF)

ED 233 302 CS 007 175

Weaver, Constance
Dialects and Reading.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price.- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Attitude Change; *Black Dialects; Elementary Secondary Education; *Language Patterns; Miscue Analysis; Nonstandard Dialects; Reading Comprehension; Reading Difficulties; *Reading Instruction; Reading Research; *Reading Skills; Standard Spoken Usage; *Teacher Attitudes; Teacher Role

As studies indicate that dialect usage is not a barrier to reading, teachers can create an effective reading program for black students not by giving instruction in standard English, but by changing their own attitude toward black dialect. Showing that dialect users reencode standard English into their own language patterns when reading orally, Y. and K. Goodman's study found that many grammatical miscues are, in fact, signs of reading for meaning. The research suggests, therefore, that teachers need to treat students' home language with respect. Teachers without reading materials adapted to dialect can improve their teaching of dialect users if they effect changes in their own knowledge, attitudes, methods and materials, including (1) recognizing that students' cultural experiences will affect their reading comprehension, (2) learning more about students' dialect patterns, (3) accepting dialect miscues as evidence that students are comprehending what they read, and (4) focusing not on word identification but on larger strategies for improving comprehensiion, such as SQ3R (survey, question, read, recite, and review). (MM)

Lohman, Lisa
Attitudes toward Reading of the Disabled Reader and the Normal Reader.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- Academic Aptitude; Comparative Analysis; Elementary Education; *Reading Attitudes; Reading Diagnosis; *Reading Difficulties; Reading Instruction; *Reading Research; *Remedial Reading

A study investigated the attitudes normal and disabled readers have toward reading to determine if differences existed between the two groups. Subjects, 40 normal readers and 40 students from remedial classes in grades 3 through 6, each completed the Estes Attitude scale. The results indicated a significant difference in attitudes toward reading between normal and disabled readers: 35 of the normal readers had positive attitudes toward reading, while 28 of the disabled readers had positive attitudes. Specific findings indicated that disabled readers, more than normal readers, considered reading to be boring and for learning rather then for enjoyment. (FL)

ED 233 334 CS 007 287

Powell, William R.
The Emergent Reading Level: A New Concept.
PUB DATE- 5 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Diagnostic Teaching; *Diagnostic Tests; Informal Reading Inventories; *Reading Achievement; *Reading Diagnosis; *Reading Instruction; Reading Skills; Reading Teachers; Student Motivation; *Student Placement; Teaching Skills
IDENTIFIERS- Theory Practice Relationship

Traditional reading placement tests, determining the level at which students can read without teacher mediation, frequently lead to student underplacement. Diagnostic teaching practices, however, can be used to determine students' emergent reading level, the reading level that can be achieved through instruction. After preteaching part of a lesson--providing motivation, background, vocabulary assistance, and purpose--the teacher has students read first silently and then orally. During the oral reading, the teacher records the number and kinds of reading miscues made and notes student affect. By leading students through progressively more difficult lessons, the teacher can determine (1) at what levels the pupils can read comfortably without help, (2) when reading becomes so difficult that the experience is more harmful than helpful, and (3) what range of materials the pupils can handle effectively in a teacher-guided situation. Diagnostic testing, reflecting the original intent of diagnostic teaching, gives students the assistance and motivation needed to master increasingly complex conceptual structures. (MM)

ED 233 382 CS 207 799

Blaisdell, Betty Jefferson
Inservice to Improve Speaking and Writing in Grades K-12. The Talking and Writing Series, K-12: Successful Classroom Practices.
Dingle Associates, Inc., Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC. Basic Skills Improvement Program.
PUB DATE- 83
CONTRACT- 300-81-0400
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Classroom Research; Communication Skills; Curriculum Development; Educational Innovation; Elementary Secondary Education; Futures (of Society); *Inservice Teacher Education; *Program Development; *Program Effectiveness; Speech Instruction; *Speech Skills; *Teacher Improvement; *Writing Improvement; Writing Instruction; Writing Skills
IDENTIFIERS- *Theory Practice Relationship

Prepared as part of a series applying recent research in oral and written communication instruction to classroom practice, this booklet provides a framework for successful inservice education in communication skills. The first section addresses the question of why teachers need inservice in oral and written communication by pointing to the lack of extensive writing in the schools, the lack of instruction in writing in most English education curricula, and the growing demand for increased instruction in the communication skills. The second section looks at the skills, knowledge, and attitudes that should be covered in an inservice program. The third section explains how to develop effective inservice programs and provides suggestions for assessing teacher needs, making both long and short range plans, and dealing with teacher differences. The fourth section discusses the roles and responsibilities of principals, teachers, and inservice leaders, while the fifth reviews steps in planning and implementing an effective program. The section also includes a sample 5-year inservice training guide. The final section examines ways to determine the success of a program. (FL.)

ED 233 475 EA 016 038

Reynolds, Diane
Accountability Structures in Managing State Education Agency Competency Based Education Programs.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Accountability; Compensatory Education; *Competency Based Education; Elementary Education; *Program Effectiveness; Remedial Programs; State Aid; State School District Relationship; *State Standards
IDENTIFIERS- Louisiana; *Louisiana Competency Based Education Law

This paper provides the background for and provisions of the accountability materials that were authorized by the Louisiana Bureau of Elementary Education to monitor schools' compliance with the Louisiana Competency Based Education Law. In order effectively to manage the two major components of the law--the Pupil Progression Plans and the State-Funded Compensatory/Remedial Programs--school districts were provided materials on a variety of areas. For the Pupil Progression Plans the materials included a guideline for pupil progression, a procedural format, a school-district checklist of steps for compliance, an evaluation instrument for local plans, training manuals, public information, and procedures for revision of the progression plans. For the Remedial Programs, a summary of state regulations was accompanied by procedures, formats, and applications for summer programs, class profile sheets in mathematics and language arts, checklists for compliance, training manuals, and instruments for measuring student skill levels. Feedback from local program staff was recorded, as well. (JW)

ED 233 555 EC 160 083

Egolf, Franklin D.
Comparability of WISC-R and WAIS-R IQ Scores with Educable Mentally Handicapped Adolescents.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; *Intelligence Tests; *Mild Mental Retardation; Standardized Tests; *Test Use
IDENTIFIERS- *Wechsler Adult Intelligence Scale (Revised); Wechsler Intelligence Scale for Children (Revised)

The Wechsler Intelligence Scale for Children--Revised and the Wechsler Adult Intelligence Scale--Revised were administered in a conterbalanced design to 14 educable mentally handicapped 16-year-olds. Verbal, Performance, and Full Scale IQ scores were compared. Correlations and matched t-tests were computed and the results indicated that Verbal and Full Scale IQ scores were not equivalent. Results conformed to previous findings across Wechsler Scales for this subject group and suggested differences between the two tests among 16-year-olds with below normal intelligence. Findings further suggested the possibility that differential classification and placement may be associated with selection of a particular Wechsler scale. (Author/CL)

ED 233 242 CG 016 818

Charters, Alexander N.
Counselors in Adult and Continuing Education. Revised.
PUB DATE- Dec 82
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adult Education; Adult Students; *Continuing Education; Counselor Qualifications; *Counselor Role; *Counselors; Counselor Training; *Lifelong Learning; Professional Training

Adult and continuing education are based on the assumptions that individuals control their lives; lifelong education is an essential component of adults' lives; and the enhancement of adult education resides with adult educators who provide leadership, design policy, translate policy into action, develop learning opportunities for adults, and evaluate programs. Counselors of adults should consider themselves as educators of adults in the context of lifelong learning and identify with the field of adult education. Counselors should be aware that in adult and continuing education, learning is a self-directed process. As adult educators, counselors may function in a variety of settings, e.g., business and industry, government agencies, and labor organizations and unions. To be effective as adult educators, counselors must understand the objectives of the programs they serve, and identify their special roles and tasks. The counselor has a positive, crucial, and sensitive function in mediating between the learner and the resources that are available. In their striving to counsel adults to be more effective learners, counselors must also, as self-directed learners, continue their own professional development. (MCF)

ED 233 272 CG 016 851

Winer, Jane L.; And Others

Vocational Personality Assessment of High School Students Who Have Difficulty Reading.

PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Career Awareness; High Schools; High School Students; *Interest Inventories; Occupational Aspiration; Personality Traits; *Reading Difficulties; Test Norms; *Vocational Aptitude; *Vocational Interests
IDENTIFIERS- Holland Self Directed Search; *Self Directed Search Form E

John Holland's Self-Directed Search-Form E (SDS-E) is a vocational personality assessment instrument based upon the well-known Self-Directed Search (SDS) but designed for use with poor readers or children. Virtually no data are available in the professional literature pertaining to the SDS-E. High school students (N=44) in five remedial reading classes completed the SDS-E under standard conditions, i.e. the instrument was self-administered and self-scored. No relationship was found between reading level and Holland type scale scores. Summary codes, used to indicate personality type and occupational environment, were similar to those obtained by high school norm groups on the SDS. However, there was little agreement between stated aspiration and measured vocational personality. An analysis of the errors and irregularities in the students' performance on the SDS-E suggested that the discrepancy was a function not of reading deficiency but rather of a greatly restricted view of the occupational world. (Author/WAS)

ED 233 351 CS 207 651

Zerbinos, Eugenia
A Quality of Life Approach to Assessing Videotex in the New Age.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Computers; *Databases; *Futures (of Society); *Information Dissemination; Information Networks; Media Research; News Media; Physical Environment; *Quality of Life; Social Change; *Technological Advancement; Values; *Videotex

Since videotex and teletext information retrieval systems are likely to become as widespread as television, their impact--personal, social, physical or psychological--should be examined before widespread implementation to insure "the greatest good for the greatest number." Transmitted by television signal, teletext information will probably be used for home retrieval of news, while videotex, a two-way interactive system connecting users with databases via the telephone network, could be used to pay bills, to bank, and to shop. The institutional impact of these systems will be greatest on news-based industries; paper mills, newspapers, magazines, and the postal service will suffer severe recessions. Shifts from heavy to information or service industries will cause severe industrial unemployment unless workers are retrained for new, information-based jobs. Benefits for society and the individual include a cleaner environment as transportation needs decline and greater individual control over information received. With databases taking over mundane chores, people will have more time for creative activities. Unfortunately, only upscale consumers will be able to enjoy these advantages. Even these benefits, though, could pose problems. With more couples working at home, family problems as well as family closeness, could increase. (MM)

ED 233 505 EC 152 694

Shore, Bruce M.
The Education of Gifted and Talented Children in Quebec in the Short and Medium Term.
SPONS. AGENCY- Ministry of Education, Quebec (Canada).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Curriculum Development; Elementary Secondary Education; Foreign Countries; *Gifted; *Program Development; Talent; Teaching Methods
IDENTIFIERS- *Quebec

The report presents a general plan for improving the education of gifted and talented students (preschool-secondary grades) in Quebec. Short term (2-4 years) and medium term (3-6 or 7 years) actions are recommended. An introductory section defines giftedness and emphasizes the need for special educational provisions for this group. The second part addresses curriculum organization according to the following major topics (sample subtopics in parentheses): preschool, elementary programs (career awareness, students' interests); secondary programs (continuity of programming); the arts; special schools; role of private schools; special populations among the gifted (girls and women, handicapped students); services among schools (cooperation in staffing); teaching materials; and organizational principles. In subsequent parts, institutional responsibilities are considered, including teacher and administrator training and inservice. Among special considerations in program implementation are costs, program evaluation, and sensitization. (CL)

ED 233 521 EC 160 042

Rawlings, Brenda W.; And Others

Texas State Survey of Hearing Impaired Children and Youth. Final Report, 1981-82.

Gallaudet Research Inst., Washington, DC. Center for Assessment and Demographic Studies.; Texas Education Agency, Austin.
PUB DATE- Oct 82

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Tests; Demography; Elementary Secondary Education; *Hearing Impairments; Management Information Systems; *State Surveys; *Student Characteristics; *Visual Impairments
IDENTIFIERS- *Texas

The report describes the sixth year in which a survey has been conducted on sensory impaired students in Texas. The survey resulted in information on student demographics and on performance on the Stanford Achievement Test for Hearing Impaired Students (SAT-HI). Demographic data revealed that hearing aids were widely used; that 43% of students in regional day school programs had profound hearing losses; and that 9% of the students in the regional programs used sign language in their instructional programs, even though only 37% used sign language at home. Assessment data examines the mean yearly growth in SAT-HI scores and presents an item analysis of the mathematics subtest of the SAT-HI as it compares to the Texas Statewide Curriculum for the Deaf. A section on the uses of the data management system considers such applications as tabulations prepared for each program submitting information and answers to special program planning requests. Among appendixes are survey forms and detailed demographic tables. (CL)

ED 233 148 CE 036 607

Hahn, Sue

Student Orientation to On-the-Job Training. Module Number 6. Work Experience Program Modules. Coordination Techniques Series.

Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.; Northern Iowa Univ., Cedar Falls. Dept. of Business Education and Administrative Management.

SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Autoinstructional Aids; Behavioral Objectives; *Cooperative Education; *Instructor Coordinators; Learning Modules; Measures (Individuals); *On the Job Training; *Orientation; Orientation Materials; Pretests Posttests; Secondary Education; Special Education Teachers; Student Behavior; Student Evaluation; Student Records; *Teacher Education; Vocational Education; Vocational Education Teachers; *Work Experience Programs
IDENTIFIERS- *Rules and Regulations; Work Habits

This self-instructional module, one of 16 on techniques for coordinating work experience programs, provides preservice and inservice educational materials for teacher-coordinators supervising on-the-job training. The two goals for this module are to understand student rules and regulations for on-the-job training and to understand how to orient the student for on-the-job training using a student guide and selected on-the-job training forms. For each goal, these materials are provided. an optional pretest, informative material, and a self-check. Example materials and forms found in the materials for goal 2 include a student guide, orientation training plan, student's weekly work report, student agreement and training agreement, and initial training plan and evaluation forms. Other module contents include a module posttest, pre- and posttest answer keys, and a list of resources for additional information. (YLB)

ED 233 178 CE 036 665

Agriculture in the Classroom. Plan for Action at the State Level.
Department of Agriculture, Washington, D.C.
PUB DATE- 17 May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Guides; *Agricultural Education; Agriculture; Cooperative Planning; Curriculum Development; Educational Cooperation; Educational Needs; *Educational Planning; Elementary Secondary Education; Fused Curriculum; Guidelines; Inservice Teacher Education; Instructional Materials; Material Development; Needs Assessment; *Program Administration; Program Content; *Program Development; Program Implementation; Resources; School Community Relationship; School Districts; *Statewide Planning; *Vocational Education

This guide outlines a plan of action for developing and administering vocational agricultural programs at the state level. Discussed in the individual sections of the guide are the following topics: the rationale for agricultural education programs in the classroom; guidelines for action (creating a coalition and task force, identifying needs and increasing awareness, and planning for action); an action letter to solicit community support for vocational agricultural programs; levels and steps in planning vocational agricultural programs; concepts to be addressed in vocational agricultural programs; suggested approaches for integrating generalizations about agriculture into existing elementary and secondary curricula; materials development; teacher training; resources available to vocational agriculture teachers and students; suggestions for state-level administrators to follow when working with schools; and highlights of American agriculture. (MN)

ED 233 213 CE 036 746

CAD/CAM Program Development Study Project Report.
Program Management Associates, Springfield, IL.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Automation; *Computer Oriented Programs; Computers; *Employment Projections; Futures (of Society); *Job Skills; *Manufacturing; Postsecondary Education; Prediction; Secondary Education; *Technological Advancement; Trade and Industrial Education
IDENTIFIERS- *Computer Assisted Design; *Computer Assisted Manufacturing; Computer Integrated Manufacturing; Robotics

Predictions are made based on a study of developments in computer integrated manufacturing (CIM) regarding how they will have an impact on employment, skills needed by Illinois aspirants to manufacturing employment, and the training modes that can be employed most effectively. The report first discusses economic benefits in terms of cost and time reduction in both design and production phases and sales benefits of computer-aided design and computer-aided manufacturing (CAD/CAM). Tables are provided that present total projections, projections by industry and occupation, and anticipated growth rates for employment of engineering technicians who will use CAD/CAM systems. Training needs and skill-level needs of workers from top management to entry-level manufacturing workers are described. An orientation to the new technology at the secondary level is recommended that involves actual, hands-on experience. Titles and brief abstracts of a series of six videotapes concerning effective mass distribution of orientation information are provided. Six units of a CIM orientation course with brief unit descriptions are then proposed. Options are listed for a proposed orientation course utilization spectrum. (Appendixes include a list of equipment items and sources essential to create a mini CIM or CAD/CAM lab.) (YLB)

ED 233 398 CS 207 818

King, Mary
Proofreading is Not Reading.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Language Processing; *Reading Comprehension; *Revision (Written Composition); *Writing Evaluation; *Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- *Proofreading

A text's meaning is, in part, independent of its form. Reading, most of the time, is taking meaning--not words--from the printed page, while proofreading requires attention to form rather than meaning. The author notes that: (1) a meaningful passage is easier to read than one with less meaning; (2) errors in oral reading usually do not obscure a passage's meaning; (3) a reader does not need to see the text to completely understand the passage; and (4) the larger the context, the greater the redundancy and the less the reader must depend upon the text to understand its meaning. Omitted words can be understood from context. Given these points, it is not surprising that many students have difficulty proofreading effectively. They check for ease of comprehension instead of focusing on form. By directing their attention to needed revisions and encouraging frequent rereading of papers, however, teachers can help students shift their attention from their intended meaning to the marks on the page. (MM)

ED 233 414 CS 504 340

Haskins, Jack B.
A Comparison of Bad News on Radio and Television Using the News
Morbidity Scale.
Tennessee Univ., Knoxville. Coll. of Communications.
SPONS. AGENCY- National Association of Broadcasters, Washington, D.C.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Commercial Television; *Comparative Analysis;
Measurement Techniques; *Media Research; News Media; *News
Reporting; *Radio
IDENTIFIERS- *Negative News; News Morbidity Scale

A reliable "news morbidity" scale was developed to measure the prevalence of bad and good news on radio and television; the scale was then used in a pilot study of one city's news output. The news morbidity scale is a seven-step scale ranging from "extremely bad" to "extremely good" news. A sample of 945 television and 1,105 radio news stories were selected from 11 commercial radio stations and three commercial television stations in a southeastern metropolitan area. The major variables recorded include item position in program; adjacency to commercials; time, day, and week; and network or local origin. The results indicated that both radio and television news were predominantly negative, 57.4% bad for radio and 60.4% bad for television. Television also had more good news than radio, 38.9% to 31.2%. Television thus appeared to be the medium of more dramatic news, both positive and negative, while radio fare tended to be somewhat more neutral or bland. On television news programs, the most negative items appeared in the first position, the more negative items were separated from commercials and announcements, and the news was more negative during the early morning wake-up period. The results indicated that radio and television do not operate by all the same rules in their handling of bad and good news. It appears that television may have some more explicit constant policies regarding handling of bad news, while radio handles it in a more random or haphazard fashion. (HTH)

ED 233 431 EA 015 688

Improving Teacher Effectiveness. The Best of ERIC on Educational Management, Number 70.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 83
CONTRACT- 400-83-0013
AVAILABLE FROM- Publications, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Academic Achievement; Administrator Role; Annotated Bibliographies; Computer Assisted Instruction; Educational Research; Elementary Secondary Education; Inservice Teacher Education; *Instructional Improvement; Literature Reviews; Mastery Learning; Principals; Questioning Techniques; *Teacher Effectiveness; Teacher Evaluation; *Teacher Improvement; Teachers; Teacher Supervision; Teaching Models; *Teaching Skills

This annotated bibliography comprises 13 items in the ERIC system concerning improving teacher effectiveness. Items cited discuss strategies including an objectives-based instructional program combined with mastery learning, teacher self-assessment techniques, administrators' role in helping teachers adopt more effective practices, improving teachers' questioning abilities, computer-assisted active learning, coaching of teachers in inservice programs, a competency-based instructional improvement program, and structured conversation as a source of professional growth. Theoretical analyses include characteristics of classroom effectiveness, the inability of researchers to establish the extent of teachers' contribution to learning, teaching supervision, and principals' leadership in school improvement. (MJL)

ED 233 445 EA 015 867

Griffin, Mary D.
Crossing Professional Boundaries: Human Issues.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Employed Women; *Females; *Feminism; Life Style; Males; *Sex Differences; *Sex Role; *Sex Stereotypes; *United States History; Womens Education; Womens Studies

Although women's roles in America had previously been confined to home and family, women in the 1960's began to look for professional fulfillment outside the home. A recent survey of 300 midlife Boston women reveals that women who are married, have children, and are in prestigious positions have the greatest sense of well-being. The women's movement has given rise to a reexamination of sex roles, with the result that men too are beginning to question stereotypical definitions of male and female behavior. Women's studies centers such as those at Harvard's Bunting Institute, which have become increasingly common, signal a new and promising emphasis on the development of women's potentials. Such an emphasis should continue to be developed for the sake of both sexes. (JBM)

ED 233 490 EA 016 055

Uerling, Donald F.
A Fair Tribunal: Governing Board Bias and the Power to Decide.
PUB DATE- Aug 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrators; Board Administrator Relationship; *Boards of Education; *Court Litigation; *Due Process; Elementary Secondary Education; *Governance; *Governing Boards; Higher Education; Student Rights; Superintendents; Teacher Dismissal; Teacher Rights
IDENTIFIERS- Hortonville School Dist v Hortonville Educ Assn; Simard v Board of Education; Withrow v Larkin

This paper presents examples of judicial reasoning in conflicts involving governing board bias and the power to decide in higher education and in various public school settings. Two cases, "Simard v. Board of Education" and "Hortonville Joint School District No. 1 v. Hortonville Education Association," provide the general principle of leaving employment decisions to educational governing boards unless actual bias is shown to exist. "Withrow v. Larkin" sets forth the basic proposition that mere exposure to evidence is not enough to overcome the presumption of administrative fairness. Two cases involving terminations in higher education follow these general principles. Five other cases illustrate the allowable extent of local school board involvement in initiating termination proceedings against a teacher and the kind of showing required to establish a charge of board bias. Three further cases illustrate judicial reasoning in conflicts between superintendents and boards of education regarding the initiation of termination proceedings and the inherent biases of unsatisfactory superintendent/board relationships. Although courts are generally reluctant to disquality governing boards from acting, the paper concludes that cases are adjudicated on their own merits. Thus boards of education and administrators should strive to provide fair procedures that promote reasonable decisions. (PB)

ED 233 538 EC 160 064

Mendoza, Jeanne; And Others
Connections: Developing Skills for the Family of the Young Special Child, 0-5. and A Coordinators Guide.
San Diego City Schools, Calif.
PUB DATE- 83
AVAILABLE FROM- Special Education Parent Facilitator Program, Sequoia Elementary, Room 3, 4690 Limerick Ave., San Diego, CA 92117. (Publication No. 1-8-82-16, $25.00).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Child Development; *Disabilities; Family Relationship; Infants; *Parent Education; Parent School Relationship; *Parent Workshops; Siblings; Young Children

The program is intended to increase skills in parents of young handicapped children. The coordinator's guide traces the background and development of the parent involvement materials, presents suggestions for workshop planning and actual implementation, and discusses training approaches for developing small group facilitation skills. The companion document presents modules based on 20 parenting skills in four areas (sample subtopics in parentheses): understanding the family (individual differences, family stress, siblings' feelings); encouraging the child's growth and development (physical growth, cognitive skills, language development); developing parenting skills (parenting style, listening, assertiveness); and coordinating the home/school/community (relationships with professionals, conferencing skills, service coordination). Each module includes information on objectives, introductory activities, suggestions for presentations by professionals and parents, small group activities, summaries for parents, and references. (CL)

ED 233 134 CE 036 156

Ake, Ida C.; And Others
ACT II: Adults in Career Transition.
Florida State Univ., Tallahassee. Center for Studies in Vocational Education.; Leon County Schools, Tallahassee, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Education; *Adult Programs; *Career Change; Career Choice; Career Education; *Career Guidance; Career Planning; Decision Making; *Guidance Programs; Guidelines; Job Search Methods; *Midlife Transitions; Models; Needs Assessment; Program Administration; Program Development; Program Evaluation; *Program Implementation; Workshops

This handbook provides a framework for adult educators and counselors interested in planning a career guidance program for adults. The Career Guidance and Skills Program in Tallahassee, Florida, upon which the information in the handbook is based, is first described. Practical information is provided on administrative concerns such as assessing the needs of the community, evaluating the local job market, establishing service sites, utilizing sponsoring agency resources, hiring and training personnel, getting publicity, and developing a realistic timetable. Other contents include a career decision-making model and a step-by-step outline to help program staff develop their own career decision-making model. For each step, either the actual materials used or resources for developing materials are provided. Guidelines are then supplied for using the career decision-making model as a basis for workshops. Materials provided from two workshops on choosing, changing, and applying for a job include decision-making steps covered in the model, objectives, publicity efforts, summary of format, seating and equipment requirements, detailed formats, and a list of materials and resources needed. A section on program evaluation contains forms for collecting program data and feedback. Sample scripts of career tapes (one of the services provided by the Career Guidance and Skills Program) are included in the final section. (YLB)

ED 233 195 CE 036 685

The Single Needle Lockstitch Machine. Setting Zippers. Module 8.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; *Clothing Instruction; *Equipment; Home Economics; Independent Study; Learning Activities; Learning Modules; Needle Trades; Occupational Home Economics; Occupational Information; Postsecondary Education; Secondary Education; *Sewing Instruction; *Sewing Machine Operators
IDENTIFIERS- *Sewing Machines; South Carolina; *Zippers

This module on setting zippers, one in a series on the single needle lockstitch sewing machine for student self-study, contains five sections. Each section includes the following parts: an introduction, directions, an objective, learning activities, student information, student self-check, check-out activities, and an instructor's final checklist. The sections cover the following topics: setting kissing and separating zippers, setting lapped zippers, setting cut-in zippers, setting invisible zippers, and setting fly zippers. The material is illustrated with line drawings. (KC)

ED 233 318 CS 007 255

Orjasaeter, Tordis
The Role of Children's Books in Integrating Handicapped Children into Everyday Life. Studies on Books and Reading No. 1.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Books; *Childhood Needs; *Childrens Literature;
*Disabilities; Foreign Countries; *Normalization (Handicapped);
*Publishing Industry; Reading Interests

Intended for those involved in the production and use of children's books, this report calls attention to the need to create more and better books for and about handicapped children to help them overcome some of the barriers of isolation and loneliness that often separate them from their peers and condemn them to marginal lives outside the mainstream of society. Following brief discussions of the special educational challenges posed by handicapped children and of the different kinds of handicaps found among children, the report covers a number of topics, including the following: (1) the role of books in the everyday life of a handicapped child; (2) the special needs of children in institutions; (3) the need for braille, talking, tactile, large print, sign language, and easy reading books; (4) the use of children's books as a starting point for other activities; and (5) the depiction of handicapped children in books. A concluding section summarizes the main points made in the report. (FL)

ED 233 335 CS 207 399

Matthews, Dorothy, Ed.
Approaches to Teaching the Short Story.
Illinois Association of Teachers of English, Urbana.
PUB DATE- 83
AVAILABLE FROM- Illinois Association of Teachers of English, English Department, University of Illinois, 608 S. Wright St., Urbana, IL 61801 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTIONS- Controversial Issues (Course Content); Correctional Education; Elementary Secondary Education; *English Instruction; Higher Education; *Learning Activities; *Literature Appreciation; Oral Interpretation; Regional Characteristics; *Short Stories; Teaching Methods; Values Clarification; Writing Exercises; *Writing Instruction
IDENTIFIERS- Illinois; Reading Writing Relationship

Approached from a variety of perspectives, the first nine articles in this special journal issue focus on teaching the short story. Specific topics discussed in the articles are (1) the AIM game as a prereading strategy for teaching the short story, (2) short story readers and writers as partners in the act of artistic communication, (3) oral interpretation in the fiction class, (4) using value analysis to teach William Faulkner's "A Rose for Emily," (5) teaching Ray Bradbury's "There will Come Soft Rains," (6) short stories as writing models, (7) using the title as a clue to the theme when teaching middle school students, (8) teaching the short story in prison, and (9) the need for a critical approach to the the fiction class, and (9) the need for a critical approach to the short story in elementary school. The final article in the journal discusses the literature of Illinois. (FL)

ED 233 367 CS 207 783

Hansen-Krening, Nancy
Language Experience...Fiction and Fact.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classroom Techniques; Elementary Secondary Education; *Language Arts; *Language Experience Approach; Learning Theories; *Teaching Methods

Six conceptions prevail about the language experience approach (LEA) although research and practical experience have proven them false. (1) "LEA does not teach basic skills." If basic skills are defined as communication competence, LEA teaches basic communication skills as well as the mechanics of communication. (2) "A language experience classroom is undisciplined, instruction is poorly organized, and learning is by chance." The language experience classroom teaches children to trust themselves to monitor their own behavior, to be responsible for themselves, and to be self-disciplined. The classroom is highly organized because it forces the teacher to organize and structure, to think about what he or she is doing, and why. (3) "Language experience is for primary grade students only." Language experience is not a static approach. It stimulates a perceptual growth and is suitable for all ages. (4) "Language experience limits the learning of language arts and reading skills." Language experience stimulates the growth of language arts and reading skills through practical and purposeful use. (5) "LEA contributes to poor reading habits." Language experience teaches children how to master reading as a process, and helps create independent, autonomous readers. (6) "Language experience can only be taught by experienced teachers." While this approach is not for every teacher, it is not limited to experienced teachers. (HTH)

ED 233 460 EA 015 882

Lindelow, John
Administrator's Guide to Computers in the Classroom.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-86552-084-4
PUB DATE- 83
CONTRACT- 400-83-0013
AVAILABLE FROM- Publications, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 ($5.50; on billed orders, $1.50 will be added for shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Case Studies; *Computer Assisted Instruction; *Computer Literacy; *Computer Managed Instruction; *Computer Programs; *Computers; Elementary Secondary Education; *Equipment Evaluation; Individualized Instruction; Purchasing

In four chapters, this research report on computers in education examines computer hardware (the machinery) and software (or courseware, programmed instructions that tell the hardware what to do), classroom uses of computers, ways of bringing computers into the schools, and four districts that have successfully introduced computers into their schools. Chapter 1 discusses microcomputers, centrally located "mainframe" computers, and speech synthesizers. Educational courseware described includes such programs as drill and practice, simulation, tutorial, and problem-solving. Chapter 2 explains the two most significant applications of computers in schools: computer-assisted instruction (CAI) programs, which provide students a one-to-one learning environment, immediate attention, and feedback geared to abilities; and computer-managed instruction (CMI) programs, which enable teachers to monitor students' progress, diagnose problems, prescribe remedies, produce reports, and analyze curriculum effectiveness. The contributions of CAI and CMI to individualized instruction are also noted. Useful practical information for bringing computers into the classroom is considered in the next chapter, including implementation of computer literacy programs to overcome "computerphobia," evaluating and purchasing hardware and software, and integrating computers into the existing curriculum. Case studies from Illinois, Florida, Texas, and California are presented in the final chapter. (PB)

ED 233 476 EA 016 039

Plisko, Valena White, Ed.
The Condition of Education. 1983 Edition. A Statistical Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-83-400
PUB DATE- 83
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00183-7; $7.00).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Adult Education; Adult Students; Collective Bargaining; College Graduates; Colleges; Degrees (Academic); Educational Trends; Elementary School Curriculum; Elementary Secondary Education; *Enrollment Trends; Financial Support; Higher Education; National Surveys; *Outcomes of Education; Preschool Education; Private Schools; Public Opinion; School Effectiveness; *School Statistics; Secondary School Curriculum; *Statistical Analysis; Student Teacher Ratio; Tables (Data); Teacher Education; Teacher Salaries; Teacher Supply and Demand; Vocational Education
IDENTIFIERS- *National Center for Education Statistics

A statistical composite of the United States' educational system, this report addresses a range of 93 issues over all levels of education. A narrative introduction interprets a table and a chart for each topic. Data on elementary/secondary education include: enrollment trends in public and private schools; number and size of schools and school districts and student-teacher ratios; participation in basic courses, special courses, and programs for exceptional children; school revenues and per student expenditures; student performance assessment, state and local measures for improving performance, and public opinion of school effectiveness. Higher education issues include: enrollment trends; distribution of institutions by level, control and type of degree awarded, and closings of institutions; staffing trends, faculty salaries, and faculty collective bargaining; revenue and expenditures; and outcomes (degrees conferred and employment of recent college graduates). The chapter on vocational and adult education analyzes participation in vocational programs in high school and under the Vocational Education Act, and the characteristics and needs of adult education participants. Topics in teacher preparation include teacher supply and demand trends, teacher education institutions, and characteristics of new and prospective teachers. Appended are an explanation of data sources, a glossary, and a cumulative index to this and 1980 to 1982 editions. (MJL)

ED 233 556 EC 160 085

Tuckman, Bruce W.
How to Successfully Teach Slow Learners: 8 Empirically-Validated Effective Nostrums of Teaching (EVENTs).
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Mathematics Instruction; *Slow Learners; *Teacher Effectiveness; Teaching Methods

In an attempt to identify effective instructional approaches, teachers were videotaped while teaching remedial mathematics. Teacher behaviors were coded and student achievement scores analyzed. Eight categories were found which distinguished between effective and ineffective teachers, including: instruction for the whole class simultaneously rather than individualized or small group work; review of seatwork with immediate feedback; use of questions rather than statements; use of questions that require students to perform rather than explain; neutral responses rather than praising or critical ones to student answers; monitoring to provide continuous feedback; and use of the majority of class time for instruction. Teachers from another group who were taught to incorporate these guidelines were found to have students with greater mathematics achievement. (CL)

ED 233 164 CE 036 635

Kimmel, Ellen
An Institute for Preparing Women for Careers in Vocational Administration. Final Report from 11/1/82 to 6/30/83.
University of South Florida, Tampa.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 30 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Career Exploration; *Educational Administration; *Females; Inservice Teacher Education; *Institutes (Training Programs); Management Development; Postsecondary Education; Program Development; Program Effectiveness; *Sex Fairness; State Programs; Teacher Workshops; Vocational Directors; *Vocational Education
IDENTIFIERS- Florida; University of South Florida

In order to promote the goal of increasing the number of women holding the nontraditional role of formal leadership in the Florida system of vocational education, a 2-week training institute for women teachers was conducted at the University of South Florida, Sarasota campus. Selected to participate in the institute were 24 women from eight counties and six community colleges. During the course of the institute, the 2 women instructors, a staff member, and the 24 participants resided together in a dormitory and met from 6 to 10 hours each day. The focus of the workshop was on organizational theory and management, sex equity in education, and career exploration. Included among the activities conducted during the institute were combination lectures and discussions, case analyses, films and other media presentations, role playing, and similar games. Based on an assessment of the institute's impact through such measures as standardized instruments and evaluation of the participants' oral and written products, the organizers of the institute concluded that the 24 women came to form a cohesive cadre of individuals who are now clearer about their career goals and more motivated to complete the necessary steps to become certified vocational education administrators. (MN)

ED 233 179 CE 036 667

Poor Design and Management Hamper Army's Basic Skills Education Program. Report to the Secretary of the Army.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO/FPCD-83-19

PUB DATE- 20 Jun 83
AVAILABLE FROM- General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (First five copies--free; additional copies bound--$3.25, unbound--$1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Basic Education; Adult Literacy; Adult Programs; *Basic Skills; *Enlisted Personnel; *Literacy Education; *Military Training; Program Administration; Program Design; Program Effectiveness; Program Evaluation; *Remedial Programs
IDENTIFIERS- *Army; *Basic Skills Education Program

The Army's Basic Skills Education Program (BSEP) was studied to consider whether it was properly designed to determine the basic skills needed in Army jobs and to be effectively implemented. Information and reports on BSEP were reviewed, and three major commands were selected for evaluation. In designing the program, the Army did not identify the basic skills required for each military job and, instead, devised blanket literacy levels. To remediate this problem, the Army awarded contracts to relate grade-level requirements to job performance. BSEP has not been effective in alleviating soldiers' deficiencies in basic skills due to the lack of centralized management and the lack of program evaluations. Studies have shown that short-term remedial programs do not provide the competency needed to master highly technical material in many Army jobs, and substantial resources would be required to bridge the literacy gap. Recommendations were that the Secretary of the Army should defer renewal of all contracts for basic skills education at installations until the program is revised, offer basic skills education only during off-duty hours, define the basic skills required for each military job, and determine whether the desired skills are attainable. (YLB)

ED 233 214 CE 036 747

Mockovak, William P.
New Approaches in Interviewer Training and Evaluation at the Census Bureau.
Bureau of the Census (DOC), Suitland, Md.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adults; Data Collection; *Evaluation Methods; Guides; *Instructional Materials; *Interviews; *Job Training; Material Development; *Questioning Techniques; Questionnaires; Role Playing; Surveys; Telephone Communications Systems; Telephone Usage Instruction; Trainees; Trainers; *Training Methods
IDENTIFIERS- *Bureau of the Census

While gathering the 1980 census, the U.S. Census Bureau tried several methods of improving its training of census interviewers. This paper covers three general areas of that experiment. First, it reviews bureau efforts to improve verbatim training and presents selected results from an alternative training experiment conducted in the 1980 census. In this experiment, a method of instruction called job-aided training was developed, was used experimentally, and was compared to census verbatim training. The job-aided training was an enhancement of verbatim training that changed it from a lecture-oriented approach to one that required active learning by the trainee. It included simplification of training materials, especially the training manual, and the addition of task analysis to the design of the materials. As a result, this training approach was more successful than others, and the bureau is planning to use it more widely for the 1990 census. Second, the paper presents an overview of training approaches being developed to support the bureau's increasing activities in centralized telephone interviewing. These approaches include self-paced instruction and classroom-housed performance-based training, especially practice interviewing exercises. Finally, the paper reviews some of the evaluation strategies being implemented to determine training effectiveness and to improve the quality of interviewing. Specifically, these strategies include selection, training, and monitoring techniques for use in a centralized telephone operation. Because of the expense of their use and the questionable results, however, such techniques may remain experimental. (KC)

ED 233 227 CE 036 777

Pfiffner, Karen J.
Sex Bias and Work. Module 3. Choosing Occupations and Life Roles.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- WEEA Publishing Center, Education Development Center, 55 Chapel Street, Newton, MA 02160 (Complete set--$33.50; handbook plus Module 3--$22.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Career Development; *Career Education; Decision Making; Definitions; Employment Interviews; Employment Practices; *Employment Problems; Guidelines; Job Application; *Job Search Methods; Learning Activities; Program Implementation; Secondary Education; *Sex Bias; *Sex Discrimination; Unions; *Work Environment

This module on sex bias and work, the last in a series of three volumes of sex-fair career guidance activities, deals with choosing occupations and life roles. Addressed in the module are 16 learning activities that cover many of the sex-bias-related obstacles, both attitudinal and occupational, that students will be facing upon entering the world of work. Specific topics covered in the learning activities include finding a job, using personal data sheets, filling out a job application, participating in job interviews, career counseling, personal development, worker alienation, getting fired, unions, and homemaking as a career. Each activity contains a concept, a description of the activity, an overall goal, a list of needed materials, instructions for conducting the activity, discussion topics, outcome objectives, and suggestions for follow-up and alternative activities. (MN)

ED 233 243 CG 016 819

Lovern, John D.; Price, David B.
So, You Want to Be an Alcoholism Counselor? (Revised).
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; *Alcoholism; Counseling; *Counselor Characteristics; *Counselor Qualifications; *Counselors; Personality Traits; Professional Education; Supervisors; Surveys

A successful alcoholism counselor needs to have a suitable personality, the proper training, and a realistic idea of what it is like to work in the field. In order to assess the necessary personal qualities and training, and to obtain firsthand information about working as an alcoholism counselor, alcoholism counselors and supervisors (N=50) participated in a survey by answering open-ended questions either in interviews or in writing. Perusal of the data indicated that desirable personal qualities included open-mindedness, empathy, honesty, and nondefensiveness. Rigidity, anger, and hostility were among the undesirable traits. Desired qualifications included sobriety, an associate degree with an emphasis on alcoholism, and some experience either in an internship program or as a volunteer. The results indicated the need for additional research using a larger sample and tighter research design. (AG)

ED 233 258 CG 016 835

Hengstenberg, James D.; Lennox, Carolyn
Answering the Cry for Help.
Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 82
AVAILABLE FROM- Hogg Foundation Publications Division, Box 7998, University of Texas, Austin, TX 78712 (1-24 copies, $0.35 ea.; 25-49 copies, $0.34 ea; 50-99 copies, $0.32 ea; over 100, $.30 ea.).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Behavior Problems; *Coping; Counseling Services; Counseling Techniques; *Crisis Intervention; Death; Emotional Disturbances; Grief; Hot Lines (Public); Life Satisfaction; Mental Health Programs; *Prevention; Program Descriptions; Social Support Groups; *Suicide

This pamphlet, produced by the Suicide and Crisis Center (SCC) of Dallas, Texas, presents information about suicide and describes several SCC programs in six brief sections. The extent of the suicide problem is discussed, and indicators of suicidal intent are described; factors affecting suicidal people, such as emotional turmoil, constricted thinking, and stressful situations, are also presented. Problems facing institutions, professionals, and lay people who work to prevent suicide (lack of knowledge, lack of funding, fear, and social stigma) are explored. The development, structure, and programs of the SCC are briefly presented. The SCC's Suicide Attempters Program, which consists of three services--education for hospital emergency room personnel, outreach services to clients who are at immediate risk for a suicide attempt, and support groups for recent suicide attempters--is described. A final section briefly discusses the structure, efficiency, and continued need for crisis intervention programs. (WAS)

ED 233 273 CG 016 852

Siegfried, William D., Jr.; And Others
Job Description Format as a Factor in Employment Interviewer Decisions.
SPONS. AGENCY- North Carolina Univ., Charlotte.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; *Employment Interviews; *Employment Qualifications; Higher Education; Job Applicants; Job Skills; *Occupational Information; *Personnel Selection; Sex Discrimination

Previous research has shown that interviewers need to be aware of job requirements in order to make valid selection decisions. Such job information may be provided in several different formats. To determine if the type of job information influences decisions, management psychology students (N=48) received information about a job that stressed either the tasks involved or the basic abilities required. They then rated an applicant who was either technically average or superior, and who was either male or female. It was hypothesized that the task description would yield less accurate ratings and that the ability description would be discriminatory toward females. Contrary to the predictions, both types of descriptions produced decisions that were reflective of technical qualifications and neither discriminated against women. The ability oriented description yielded more lenient ratings on many scales, and participants felt more confident in their decisions when given this type of information. (Author/WAS)

ED 233 288 CG 016 867

Gabel, Katherine; And Others
The Legal Issues of Female Inmates.
Smith Coll., Northampton, MA. School for Social Work.
SPONS. AGENCY- National Inst. of Corrections (Dept. of Justice/LEAA), Washington, D.C.
PUB DATE- May 82
GRANT- NIC-CN-5
AVAILABLE FROM- Women in Prison Legal Project, Smith College, School for Social Work, Lilly Hall, Northampton, MA 01063 ($6.00 including postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Correctional Institutions; *Court Litigation; Criminals; *Females; *Information Needs; *Legal Aid; Legal Education; *Prisoners; Prison Libraries; Resources
IDENTIFIERS- *Legal Information

This report summarizes the results of a 1-year exploratory research project addressing the central question of why women prisoners are less litigious than men. Chapters 1 and 2 present the major research questions, i.e., the legal concerns of women prisoners, resources available to female inmates, and factors related to the availability and use of legal resources, along with a review of the relevant research. Chapter 3 describes the general approach of the study (an exploratory, in-depth study of four prisons (2 all-female; 2-coed) in the Northeast) and defines the research methodology: extensive interviews with commissioners, superintendents, prisoners' attorneys, counselors, law librarians and law clerks, and the inmates; and detailed on-site examination of legal resources in terms of materials and personnel, and the practical circumstances of their availability. Chapter 4 presents the legal needs of female inmates, as ranked by them in six major categories: (1) child custody and family; (2) good time/jail credit; (3) prison programs; (4) appeal and sentencing; (5) disciplinary issues; and (6) detainers and warrants. Prison officials' attitudes to these six issues are also presented. Chapter 5 deals with the legal resources of female inmates, defined as all materials, personnel, and policies facilitating access to the courts. Chapter 6 discusses the availability and actual use of these legal resources including the effects of inmate characteristics, and attitudes and directives of the correctional systems. A final section summarizes the study's findings and provides recommendations. The appendices include the research questionnaires. (WAS)

ED 233 303 CS 007 183

Polin, Ruth M.; Vinsonhaler, John F.
Computer Based Simulated Cases as a Tool for Teaching Reading Diagnosis.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 12 Apr 83
CONTRACT- 400-81-0014
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Case Studies; *Computer Assisted Instruction; Diagnostic Teaching; Higher Education; Microcomputers; *Programed Instructional Materials; *Reading Consultants; *Reading Diagnosis; Reading Difficulties; *Reading Instruction; Reading Research;

Reading Skills; Remedial Instruction; *Teacher Education

Studies show that while most clinicians agree on seven critical reading activities--instant word recognition, word meanings, oral reading, silent reading comprehension, listening comprehension, and attention/motivation--they reveal little agreement on the diagnoses and suggestions for remediation of reading problems. The computer assisted instruction (CAI) case simulation system is designed to improve diagnostic agreement through computer assisted training. Presenting five simulated case studies, the CAI program directs students to systematically collect data, using diagnostic reports and checklists. It then compares students' diagnoses with expert opinions. Besides allowing student diagnosticians to practice on a large number of representative cases, the training studies permit effective control over learning and reliabilitiy testing conditions by presenting equivalent forms to each of the five case studies. A simulation system such as the CAI model is usable in a reading diagnosis course sequence without modification of the curriculum, considerable cost, or additional staff and training. (MM)

ED 233 352 CS 207 656

McCann, Guy
Functional Advertising.
PUB DATE- Aug 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Advertising; *Career Development; *Career Guidance; *Career Planning; Course Organization; Creative Development; Curriculum Development; *Education Work Relationship; Higher Education; Job Skills; Journalism Education; Persuasive Discourse; *Student Evaluation

With minor modifications, an advertising fundamentals course can stimulate creative development and provide career direction while it presents the basic elements of advertising. A group presentation introduces students to research and familiarizes them with the conflict resolution process useful in preparing advertising. A group project arranges students into advertising agencies competing on a "live" subject. Working on live products, ones that can be interviewed and studied and that might need an advertising program, introduces students to subject areas for potential employment, gives them experience to list on a resume, and provides a useful sample for a portfolio. In addition to the presentation and project, grades are based on an individual writing assignment and two examinations. A final review of students' work is designed to evaluate not just performance within the course but also potential within the field. Students excelling in all five assignments show both creative and scholastic strength. Those doing well in the creative components--presentation, assignment, and project--might consider copywriting, graphics, or photography as possible careers; while students with strong presentations and good examinations might look into marketing. Those students doing well in the examination only should consider areas where academic ability would be a strong asset. (A course schedule, evaluation instruments, and a sample student advertisement are appended.) (MM)

ED 233 383 CS 207 800

Thaiss, Christopher J.
Learning Better, Learning More: In the Home and Across the Curriculum. The Talking and Writing Series, K-12: Successful Classroom Practices.
Dingle Associates, Inc., Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC. Basic Skills Improvement Program.
PUB DATE- 8[illegible]
CONTRACT- 300-81-0400
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Classroom Communication; Classroom Research; Communication Skills; *Content Area Writing; Elementary Secondary Education; Family Role; *Learning Activities; Learning Processes; Mathematics Instruction; Science Instruction; Social Studies; *Speech Instruction; Teaching Methods; *Writing Instruction
IDENTIFIERS- *Learning across the Curriculum; *Theory Practice Relationship

Prepared as part of a series applying recent research in oral and written communication instruction to classroom practice, this booklet describes five situations where writing and speaking experiences are used as a way to learn subject matter. The first section of the booklet describes the learning that takes place in the home, where writing and speaking are tools used to question, express, entertain, solve, record, amuse, explore, and discover. The second section describes the writing and speaking activities occurring in a fifth grade class studying the Renaissance, while the third analyzes the interactions in a high school science class. The fourth section offers observations of a ninth grade mathematics class in which students spent the last 12 minutes of class writing about their feelings and conversed daily about their work. The fifth section describes a high school behavioral science class in which students learned through actions as well as books. Each section contains additional activities related to the subject area discussed. (FL)

ED 233 399 CS 207 849

Flynn, Elizabeth A.
Gender Difference and Student Writing.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- College Freshmen; Comparative Analysis; Conditioning; Content Analysis; Females; Higher Education; Males; *Role Perception; Sex Bias; *Sex Differences; *Sex Role; Socialization; *Student Attitudes; *Writing (Composition); *Writing Research
IDENTIFIERS- Freshman Composition

An exploratory study examined gender differences in writing in the essays of five male and five female freshman composition students. The findings suggest parallels between the writing and speaking behaviors of men and women students and between student writing and the work of male and female professional writers. The male students made few references to women and often wrote on typically "male" topics: gun control, nuclear power, or cars. In contrast, the women revealed worlds in which men were definitely present but they often expressed contradictory attitudes toward both men and traditional sex roles. The women described a more complicated reality than the men in that their conflicts resulted not only from their inexperience but also from their gender conditioning. Their settings were more frequently interior spaces, and their action was less assertive than that of men. Women frequently described accommodation to the environment rather than rebellion against it. This emphasis upon accommodation, forbearance, and caution was, no doubt, a result of the women's intuition that they were not to inherit the world they inhabited. There was evidence in the women's essays, though, of a desire for achievements of a kind not traditionally available to females. This tension between submission and a longing for assertion sometimes produced inconsistencies and ambiquities. As a result of their differing experiences and circumstances, men and women appeared to confront different problems in and adopt different attitudes toward their writings. (HTH)

ED 233 446 EA 015 868

Finn, Chester E., Jr.
A Principal's Leadership in Developing the Characteristics of Excellent Schools.
PUB DATE- 6 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Achievement; *Administrator Role; Catholic Schools; Curriculum Evaluation; Educational Objectives; *Educational Quality; Elementary Secondary Education; *Institutional Characteristics; Leadership; *Principals; *School Effectiveness; Teacher Supervision

This speech reviews school effectiveness research over the past 5 years, presenting the most important conclusions: schools make a difference in how much children learn, and principals make a difference in school effectiveness. The characteristics of better schools listed are: 1) clear sense of purpose, (2) well-formulated instructional goals, (3) orderly environment, (4) a team approach with shared objectives, (5) high pupil expectations, and (6) effective instructional leadership. It is emphasized that effective schools have effective principals. In identifying these characteristics, Michael Cohen of the National Institute of Education is quoted extensively. The author delineates additional skills and knowledge that principals need but that are not taught in education classes. He recommends that effective principals must, first, understand school effectiveness research; second, be able to evaluate and improve instructional programs; third, have a knowledge of organizational behavior; and fourth, understand the nature and theory of leadership. The author additionally points to skills in supervising, evaluating and giving feedback to teachers, effectively communicating, using incentives and rewards, and viewing the school as a continuing cycle of diagnosis and assessment. It is concluded that the school is a dynamic institution that changes and grows, and effective principals determine that growth potential. (MD)

ED 233 506 EC 160 005

Sullivan, Ruth Christ; Mabee, Barbara Kiausch

Opening Doors for West Virginians with Autism: A Comprehensive State Plan.

Autism Services Center, Huntington, WV.

SPONS. AGENCY- West Virginia State Dept. of Health, Charleston. West Virginia Developmental Disabilities Planning Council.

PUB DATE- Jul 82

AVAILABLE FROM- West Virginia Department of Health, Office of Behavioral Health, Capitol Complex, 1800 Washington, S.E., Charleston, WV 25305 (free while supply lasts).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Autism; Community Resources; *Community Services; *Needs Assessment; Postsecondary Education; *State Programs; State Surveys

IDENTIFIERS- *West Virginia

The report documents services available to persons with autism in West Virginia and recommends types of services needed. A survey is said to have revealed that only 99 persons with autism were served by statewide nonschool programs, in contrast with projections of 1,939 nonschool-age autistic individuals. Background information details the exclusion of autistic persons from medical and social services and cites West Virginia's lack of trained personnel and lack of formal preparation programs in any institution of higher education. A summary of responses to a 20-item questionnaire on existing services is presented, with responses coming from administrators of 34 mental health centers, hospitals and agencies. Recommendations center on diagnostic services, training, parent/family support services (including respite care) and sensitive family counseling, community living alternatives, public awareness, and case management. Appended material includes a summary of other state autism studies and plans. (CL)

Nave, Gary; And Others

Computer Technology for the Handicapped in Special Education and Rehabilitation: A Resource Guide.

International Council for Computers in Education, Eugene, Oreg.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
REPORT NO.- ISBN-0-87-114-142-6
PUB DATE- Jan 83
GRANT- G008200038
AVAILABLE FROM- International Council for Computers in Education, 135 Education, University of Oregon, Eugene, OR 97403 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; *Disabilities; Elementary Secondary Education; Microcomputers; *Rehabilitation; Resource Materials; *Special Education

The guide presents annotations for 191 references (1972-1982) dealing with computer technology for physically and developmentally handicapped persons. Citations are arranged alphabetically by author and include title, source, date, and a brief summary. A subject index follows the author index and lists references for topics such as communication, computer assisted instruction, disability/handicap, functional aids, institutes/schools/centers, microcomputers/applications, rehabilitation, service delivery, software, and teachers/service providers. A brief introductory section provides a model depicting the types of computer applications for the handicapped falling within the scope of education and rehabilitation. (CL)

Marlett, Nancy J.
Individual Service Plans. Increasing the Interface between Research and Service Provision.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Accountability; *Agency Cooperation; *Coordination; Delivery Systems; *Disabilities; Planning; *Program Development

Individualized service planning for handicapped individuals requires a formalized tracking mechanism to determine the effectiveness of services, tools for encouraging interagency cooperation, systematized intervention, communication, coordination, and accountability procedures. A three-tiered system is presented that illustrates separate processes of individual intervention planning, individual service planning, and interagency fiscal planning. Needs analysis tables are provided that relate disability to staff and program requirements in supervision and care, motor control/mobility, socialization/communication, developmental skills and behavior. Other measures described for help in planning are service analyses (a list of available services) and a progression charting phases of training for vocational, residential, social education, and leisure skills. (CL)

ED 233 557 EC 160 086

Peterson, Daniel L.
"The Dyslogic Syndrome": Some Improbable Implications to Teacher Education.
PUB DATE- 2 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Cognitive Processes; *Educational Trends; Elementary Secondary Education; *Learning Disabilities; *Teacher Education

The author traces developments in the education of children with learning disabilities and comments on implications for teacher education. He suggests that a critical neglect of the study of cognition exists. The cognitive orientation, which includes emphases on active participation, student responsibility and long-term acquisitions, is discussed, and classroom organization principles (such as lower student-teacher ratios and a high degree of structure in the classroom) are cited. Parallels between issues confronting learning disabilities and teacher education are drawn, including overreliance on traditional practice and neglect of empirical data, overemphasis on empathy rather than basic skill instruction, and too much concern about declining enrollments and loss of financial support. He suggests that educators have themselves been guilty of dyslogia--problems with thinking--by not foreseeing the crisis in teacher education. Among four recommendations are that more effort be put into recruitment and retention in teacher education and that disciplines increase cooperation to provide better teacher education programs. (CL)

ED 233 149 CE 036 608

Reed, Jack

Responsibilities of the Teacher-Coordinator and Training Sponsor in Providing On-the-Job Training. Module Number 7. Work Experience Program Modules. Coordination Techniques Series.

Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.; Northern Iowa Univ., Cedar Falls. Dept. of Business Education and Administrative Management.

SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Administrator Responsibility; Administrator Role; *Cooperative Education; *Coordination; Educational Benefits; Educational Cooperation; Guidelines; *Instructor Coordinators; Learning Activities; Learning Modules; *On the Job Training; Orientation; Pretests Posttests; School Business Relationship; Secondary Education; *Teacher Education; Teacher Responsibility; Teacher Role; Vocational Education; *Work Experience Programs

IDENTIFIERS- *Sponsors

This self-instructional module, the seventh in a series of 16 techniques for coordinating work experience programs, deals with the responsibilities of the teacher-coordinator and the training sponsor in providing on-the-job training. The module contains a series of pretests and learning activities, a guide sheet for a videotape on these same rules and responsibilities, a posttest, answers to the pretests and posttest, and a list of additional resources. Appended to the module are a sample orientation for salespersons; an orientation to basic spelling skills; and a training sponsor's guide to the cooperative work experience program that covers various topics, including the benefits of work experience programs, responsibilities of the training sponsor, and student orientation. (MN)

ED 233 196 CE 036 686

The Single Needle Lockstitch Machine. Constructing and Setting Pockets. Module 9.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- Behavioral Objectives; *Clothing Instruction; *Equipment; Home Economics; Independent Study; Learning Activities; Learning Modules; Needle Trades; Occupational Home Economics; Occupational Information; Postsecondary Education; Secondary Education; *Sewing Instruction; *Sewing Machine Operators

IDENTIFIERS- *Pockets; *Sewing Machines; South Carolina

This module on constructing and setting pockets, one in a series on the single needle lockstitch sewing machine for student self-study, contains three sections. Each section includes the following parts: an introduction, directions, an objective, learning activities, student information, student self-check, check-out activities, and an instructor's final checklist. The sections cover the following topics: constructing and setting patch pockets, constructing and setting on-seam (side-seam) pockets, and constructing and setting welted pockets. The material is illustrated with line drawings. (KC)

ED 233 319 CS 007 256

Augsburger, Alberto E.
The Latin American Book Market: Problems and Prospects. Studies on Books and Reading No. 2.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- *Books; Cultural Traits; Economic Factors; *Foreign Countries; Literature; Problems; *Production Techniques; *Publishing Industry; *Regional Characteristics; Spanish Speaking
IDENTIFIERS- *Latin America

Focusing on the present state of book development in Latin America, this report examines measures that might improve local book industries and meet the need for endogenous literature. The various sections of the report discuss (1) the demographic, economic, and educational factors governing the book market in the region and ways to evaluate its potential; (2) the intellectual aspects of book production, including equipment and facilities, training, and materials; (3) publishing considerations; (4) the physical aspects of production, including equipment and facilities, training, and materials; (5) aspects of distribution, such as marketing, developing new markets, and libraries; (6) aspects of circulation; (7) and book promotion considerations. The final section summarizes the report and offers suggestions for a regional book policy. (FL)

ED 233 336 CS 207 456

McCutchen, Deborah; Perfetti, Charles A.

Coherence and Connectedness in the Development of Discourse Production.

Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTIONS- *Coherence; Computer Assisted Testing; *Connected Discourse; *Developmental Stages; Elementary Secondary Education; *Models; *Reading Comprehension; Reading Research; Reading Skills; Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- *Reader-Text Relationship

Arguing that discourse coherence can provide a window on the writing processes that produce it, this paper describes developmental differences observed in children's writing and proposes a procedural model to account for those differences. The first section of the paper points out that a developmental model of the writing process should specify the sources of coherence in a written discourse and describe the processes that produce it and how they change. It then suggests four aspects of such a model: knowledge of topic, knowledge of text form constraints, topic coherence, and local connectedness. The second section reviews key issues in the development of discourse production, including local, remote, and unsuccessful connections and then presents research findings on connectedness in children's expository and narrative text production. The third section discusses devices of local connectedness, including references, comparisons, lexical ties, implied event, conjunctions, and complex-syntactic devices. The last section details the development of a computer simulation that was designed to specify the workings of several aspects of the model within the writing process. (FL)

ED 233 368 CS 207 784

Jordan, Mike
Men, Not Money: E. W. Scripps and the Penny Newspapers of the Pacific Northwest.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Change Agents; Journalism; *Mass Media Effects; *Newspapers; *News Reporting; *Political Socialization; Social Change; Social Responsibility; *United States History
IDENTIFIERS- *Journalism History; Pacific Northwest; Progressive Era; *Scripps (E W)

E.W. Scripps's penny newspapers brought a new style of public service journalism to the Pacific Northwest's four largest cities--Seattle, Spokane, Tacoma, and Portland--in the turbulent years of the Progressive movement from 1899 to 1912. Minimal investment, tight cost controls, and the idea that a small, condensed newspaper could be more popular than an advertising-laden large newspaper were the keys to the Scripps program. Coupled with these ideas was the concept of minority stock ownership for editors and business managers to provide an incentive through profit sharing. Scripps's editors waged a valiant fight to make his brand of public service journalism a success. They struggled for clean water supplies and food sanitation improvements, attacked streetcar monopolies and corrupt politicians, and risked court injunctions and libel suits. They produced profits for the Scripps concern on smaller circulation and less advertising than their larger competitors. But there were inherent conflicts between Scripps's ideal and the reality in print in the larger newspapers. Scripps's concepts demanded dedicated editors capable of great sacrifices, but the selection process produced men more interested in their stock profits. Expense controls resulted in distorted news coverage. On balance, an analysis shows not strong, local public service journalism, but franchise newspapers with a uniformity foreshadowing the coming of national newspapers. (Author/HTH)

ED 233 415 CS 504 343

Foeman, Anita Kathy

Gender Socialization from Child's Play to Organizational Gaming: Roots of Female Corporate Participation in Children's Games.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Cognitive Style; *Females; *Games; Game Theory; Interaction; Intergroup Relations; Interpersonal Competence; *Males; *Organizational Communication; Personality Traits; Play; *Role Conflict; *Sex Differences; Socialization; Success

A review of current research indicates parallels between the strategies and perceptions involved in gender-specific chidren's games and those guiding adult corporate participation. Involving a frequently elaborate organization of rules that emphasize at once an adventurous role with few physical restrictions and the need for team play, boys' games teach the importance of being able to work creatively within a complex framework. The logical extension of these games is the adult business organization. Girls' games, however, usually operating with a very simple set of rules, stress one-on-one interaction rather than competition between groups. Girls' game behavior is ritualistic and physically limited, creating roles frequently domestic in style. It is little wonder, therefore, that when confronted with the unfamiliar game strategies of the organization, businesswomen experience a general sense of discomfort, insecurity, and estrangement. Literature offers few sound prescriptive comments, however, either about using games to expand girls' organizational and boys' interpersonal skills, or about helping women learn corporate strategies. (MM)

ED 233 432 EA 015 727

De Bevoise, Wynn
The Contribution of Education to Economic Productivity. Schooling in a Technological Society.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-86552-085-2
PUB DATE- 83
CONTRACT- 400-83-0013
AVAILABLE FROM- Publications, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 ($5.95; on billed orders, $1.50 will be added for shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Basic Skills; Curriculum Development; *Economic Development; *Educational Economics; Educational Quality; *Education Work Relationship; Elementary Secondary Education; Employment; Futures (of Society); General Education; Human Capital; Job Satisfaction; Job Skills; On the Job Training; Postsecondary Education; *Productivity; *Technological Advancement; Vocational Education; Work Attitudes

According to traditional measures, the productivity of the American worker has declined. If education's contribution to economic productivity is to be imprortant in this decade, the measures need better definition. Technology has affected our perception of how much education is required to keep pace with growth. Those who believe there is a shortage of job-specific skills want more vocational education in the schools; others, who see vocational education as a way of narrowing student competencies and lowering expectations, stress that schools' first priority should be the teaching of a core of skills. In the 1980's there has been an increase of workers holding jobs for which they are overeducated. Gains in educational equity have not produced economic equity, making the problem a concern of the workplace, not the classroom. It is evident that productivity increases as workers participate in decision-making at work. It is also becoming more apparent that the most productive workers may be those with broad educational backgrounds, yet math and science skills have declined and foreign language and international studies have been neglected. The skills needed for the evolving information society call for general training in addition to job-specific training. The challenge to educators is to meet the current needs through evaluation of the type of curriculum that best prepares students for the range of tasks the future will require. Most important in concentrating on individual productivity is maintaining a sense of balance in educational programs between job-specific training and general training. (MD)

ED 233 491 EA 016 056

Smyth, W. John
The Principalship and the Development of Instructional Expertise.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Achievement; Administrator Role; Educational Research; Elementary Secondary Education; Foreign Countries; Human Resources; *Instructional Improvement; Literature Reviews; Outcomes of Education; *Principals; *School Supervision; *Teacher Effectiveness; *Teacher Improvement
IDENTIFIERS- Australia

Relevant theory and research are brought to bear on the questions of what administrators can do that makes a difference to student learning, of exactly what principals manage in their role as education leader, and of what knowledge they must have to increase learning in their schools. Conclusions are that principals can improve student achievement by concentrating on managing the "human resources" of their schools, that is, by exercising a personal commitment to instructional rather than administrative leadership, helping teachers to assess and improve their teaching. This role requires knowledge about what should be changed in teaching and methods of implementation, such as acting as a supportive leader, a process monitor, and a knowledgeable colleague to teachers, introducing them to theoretical insights. Several references are made to Australian theory and practice. (MJL)

ED 233 135 CE 036 408

Bennett, Mick; Wakeford, Richard
Selecting Students for Training in Health Care. A Practical Guide to Improving Selection Procedures. WHO Offset Publication No. 74.
World Health Organization, Geneva (Switzerland).
REPORT NO.- ISBN-92-4-170074-?
PUB DATE- 83
AVAILABLE FROM- WHO Publications Centre USA, 49 Sheridan Avenue, Albany, NY 12210; and the United Nations Bookshop, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Admission (School); *Admission Criteria; *Allied Health Occupations Education; Feedback; Guidelines; *Health Personnel; Higher Education; *Medical Education; Postsecondary Education; Student Recruitment
IDENTIFIERS- Monitoring

This guide is intended to help those responsible for choosing health care trainees to develop and improve their selection procedures. Special reference is given to health workers in maternal and child health. Chapter 1 deals with health care policy implications for selection of trainees, the different functions of selection and conflicts that might affect selection mechanisms. Suggestions are offered in the next chapter to translate selection policies into action. Study of the situation, political factors, public service regulations, health manpower policies, and development of a strategy are considered. Chapter 3 examines the types of information needed for making selection decisions, discusses the methods for obtaining it, and considers the strengths and weaknesses of using such information in identifying suitable candidates for training. Recommendations are made in chapter 4 for improving the use of selection methods, including examination results, standardized tests of academic achievement, intelligence tests, interviews, observations, as well as recommendations and references. The final chapter describes a feedback system to monitor selection. Six case studies are included throughout the guide to describe how different countries have attempted to solve selection problems. (YLB)

ED 233 228 CE 036 785

Courson, Roger L.; And Others
Core III Materials for Rural Agriculture Programs. Units A-G.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 83
CONTRACT- R-33-13-D-0362-466
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Agricultural Education; *Agricultural Occupations; Agricultural Production; Animal Husbandry; Career Education; *Classroom Techniques; Conservation Education; Field Crops; High Schools; Horticulture; Instructional Materials; Leadership Training; Learning Activities; Learning Modules; Livestock; Occupational Information; Pesticides; Soil Conservation; Soil Science; State Curriculum Guides; *Teaching Methods; Trees; Units of Study; *Vocational Education; Work Experience Programs
IDENTIFIERS- Illinois

This curriculum guide includes teaching packets for 12 areas of study to be included in a core curriculum for 11th-grade or third-year students enrolled in rural agricultural programs in Illinois. Each problem area includes some or all of the following components: suggestions to the teacher, teacher guide, competency inventory, information sheet, student worksheets or assignment sheets with key, demonstrations, job sheets, transparencies, a discussion guide for transparencies, and sample test questions and teacher key. The 12 problem areas of study in this guide are grouped into seven units. Unit A, on orientation to agricultural occupations, contains one problem area, exploring agricultural occupations and careers. In the second unit, on leadership and citizenship, planning and conducting community service programs and becoming acquainted with rural agricultural organizations are covered in the problem areas, while the third unit covers supervised occupational experience. In the fourth unit, on livestock science, problem areas are maintaining livestock health and planning and evaluating livestock confinement systems. The fifth unit, on crop science, contains the problem areas of handling pesticides and maintaining and improving forage crops and pastures. In the sixth unit, on soil, science, and conservation of natural resources, conserving soil, water, and wildlife resources are covered in two problem areas. The final unit, on horticulture, provides instructional materials on growing small fruits and fruit trees. Suggestions to the teacher on ways to use the materials are included in the guide. (KC)

ED 233 244 CG 016 820

Bird, Gloria W.
Role Sharing: Factors Influencing Increased Involvement of Husbands in Family Tasks.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Dual Career Family; Family Attitudes; *Family Income; Family Structure; Heads of Households; Homemakers; *Home Management; Males; *Sex Role; Sex Stereotypes; *Spouses
IDENTIFIERS- *Housework

The rapid increase in the number of families with two wage-earners has contributed significantly to changes in family structure and function in the past three decades; a current belief holds that wives who share the income-earner role have a right to expect more assistance from their husbands with such family tasks as meal preparations, cleaning, laundry, and child care. To determine the joint effects of sex-role orientation, role salience, income, and family type on husbands' sharing of seven family task categories, (i.e., meal preparation tasks, child care tasks, maintenance and repair tasks, management of family activities, financial management, cleaning tasks, and lawn and garden tasks) a sample of husbands (N=166) drawn from a larger national sample of married college and university administrators (36% from one-career families, 23% from career-earner families, and 42% from two-career families) were surveyed. Statistical analyses showed that sex-role orientation significantly influenced a husband's reported sharing of family tasks (i.e., husbands who agreed that interchangeable roles are the preferred norm accepted more responsibilities for family tasks); and marriage to an employed spouse was associated with more sharing of such tasks. In general, a combination of tangible (wife's employment status) and intangible (egalitarian sex-role orientation, and role salience) resources seemed to be most influential on husbands' task sharing behavior. A glossary of terms is appended. (WAS)

ED 233 259 CG 016 836

Sisco, Carol B.
Uncovering the "Hidden Alcoholic": Identification and Treatment of the Female Inebriate.
PUB DATE- Jul 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Alcohol Education; *Alcoholism; Counseling Services; Drinking; Family Characteristics; *Females; *Identification; *Individual Characteristics; Position Papers; Psychological Characteristics; Rehabilitation Programs; State of the Art Reviews

While over 30 percent of the nation's 10 million alcoholics and problem drinkers are women, the severity of female alcoholism is statistically understated. The female inebriate is hidden by society and underserved by current treatment programs. Alcoholism in females has continued to be considered synonymous with male alcoholism. The purpose of this paper is to educate social workers about the differences between male and female alcoholics; to facilitate the identification of characteristics common to female inebriates; and to propose an approach to the effective treatment of female alcoholics. Differences between male and female alcoholics are discussed, covering such areas as family background, employment, divorce, drinking patterns, and pathology. Characteristics of female alcoholics, including a family lineage of alcoholism, partner selection, family pathology, antecedents to alcoholism, behavioral patterns, and demographic background, are explored. Changes in service provisions for the treatment of female alcoholics are proposed for staffing patterns, program environment, diagnostic work-up, treatment modalities, prevention, and outreach. (WAS)

ED 233 274 CG 016 853

Sherer, Mark; Adams, Carol
The Self-Efficacy Scale: A Construct Validity Study.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Change; *Behavior Patterns; College Students; *Expectation; Higher Education; Individual Power; Persistence; Personality Measures; Self Concept; Social Behavior; Test Use; *Test Validity
IDENTIFIERS- *Self Efficacy; *Self Efficacy Scale (Sherer et al)

Self-efficacy is defined as the belief that one can successfully perform a behavior. Self-efficacy theory asserts that self-efficacy expectancies exert powerful influence on behavior and behavior change. The Self-efficacy Scale, which was developed to assess generalized self-efficacy expectations, consists of two subscales: general self-efficacy and social self-efficacy. To provide further evidence of the construct validity of the Self-efficacy Scale and to investigate the relationships between the Self-efficacy subscales and other personality measures, i.e., the Minnesota Multiphasic Personality Inventory (MMPI), the Rathus Assertiveness Schedule, and the Bem Sex Role Inventory, introductory psychology students (N=101) completed all four measures. Analyses of results showed that high scorers on the General Self-efficacy Subscale exhibited better adjustment, as measured by the D, Pt, and Si scales of the MMPI, than low scorers. Higher scores on both subscales were associated with increases in assertiveness and masculinity as measured by the Rathus schedule and the Bem inventory. The results support the interpretation of the Self-efficacy Scale as a measure of expectancies of personal ability to initiate and persist in the performance of behaviors. Positive self-efficacy expectancies contribute to enhanced personal adjustment. The General Self-efficacy Subscale appears to be more useful than the Social Self-efficacy Subscale. (Author/WAS)

ED 233 304 CS 007 194

Ogle, Donna
Collaboration for School Improvement: A Case Study of a School District and College Implementing Change. Occasional Paper No. 3.
National College of Education, Evanston, IL. Reading Center.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrator Role; *Basic Skills; Change Strategies; *College School Cooperation; Curriculum Development; Educational Research; Elementary Education; *Faculty Development; Higher Education; Inservice Teacher Education; *Leadership Training; Mathematics Instruction; Principals; Program Descriptions; Program Evaluation; *Program Implementation; Reading Instruction; Teacher Effectiveness; Writing Instruction

Concerned about the quality of its mathematics and language programs, an elementary school district worked with a college committed to in-school research to create an instructional leadership training program for district principals and teachers. Completing onehalf of its 4-year-project, the Basic Skills Program devoted its first year to writing and its second to reading development. Each summer, a 2-week institute presenting current research and modeling effective strategies was held for principals and selected teachers. During the school year principals and teachers were encouraged in regular meetings and workshops to implement discussed improvements. Evaluations at the end of the second year indicated the project was a success. Tests revealed significant increases in participants' knowledge of writing and reading. Teachers in four of five project schools reported considerable growth in their principals' effectiveness. Interviews, questionnaires, and direct observation all showed high use of project ideas and strategies in the classroom. While student achievement was difficult to measure, educators' enthusiasm was indicated in the project's expansion into additional school districts. (MM)

ED 233 461 EA 015 883

Lipham, James M.
Leadership and Decision Making for Effective Educational Change.
Iowa Univ., Iowa City. Inst. for School Executives.; Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 83
GRANT- NIE-G-81-0009
AVAILABLE FROM- The Executive Review, University of Iowa, 210 Lindquist Center, Iowa City, IA 52242 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)
DESCRIPTIONS- Administrators; *Decision Making; *Decision Making Skills; *Educational Change; *Leadership; Leadership Styles; Participative Decision Making; *Principals; Researchers; *School Administration; School Effectiveness; Secondary Education

To improve secondary school organization, operation, and outcomes, a research report presents major results from 13 studies of leadership, decision-making, and change conducted by Project on the Administration and Organization for Instruction staff at the University of Wisconsin-Madison in cooperation with over 100 schools. National and statewide professional edutional associations, institutions, and agencies nominated innovative and effective schools for the studies. Five studies focused on hypothesis testing of a priori theory utilizing rationalistic, quantitative approaches; eight studies utilized naturalistic, qualitative techniques, including interviews, observations, and record analysis by multiple researchers. All data were gathered on site. Results show that principals, the key educational leaders within schools, achieve positive outcomes by balancing structural/facilitative and supportive/participative behavior. Analysis shows that the content of the issue to be decided determines who is involved and to what extent, before, during, and after a decision is made. Seven change phases reveal the interaction of leadership, decision-making, and change: germination, initiation, evaluation, implementation, routinization, refinement, and renewal. Although oversimplified, these phases describe the interrelationships of leaders and staff in implementing planned educational change for school effectiveness. (PB)

ED 233 523 EC 160 044

Callahan, Lynn

Screening Withdrawn and Depressed Students in Public Schools: An Inservice Technique.

PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavior Rating Scales; Check Lists; *Depression (Psychology); Elementary Secondary Education; *Emotional Disturbances; *Handicap Identification; *Inservice Teacher Education; Screening Tests; *Teacher Role; *Withdrawal (Psychology)

The need for educating teachers to identify depression in children is established, and an inservice training course to develop awareness of student characteristics is outlined. A review of the literature points out that many withdrawn and fearful children are often overlooked in the classroom. Characteristics of withdrawal, depression, and other pathological disorders (such as runaway reaction, shyness, and psychoneurosis) are examined. Implications for the classroom are seen to include substitution of fantasy for reality or the absence of any fantasy play at all. A discussion of diagnostic and screening techniques focuses on an ecological interview tool. An inservice packet provides suggestions for planning, implementing, and following up by the facilitator. Three inservice activities are described in terms of goals, objectives, methods, and evaluation. Five screening techniques (including anecdotal records and a withdrawn behavior checklist) are then presented with suggestions for the facilitator. (CL)

ED 233 540 EC 160 066

Aldinger, Loviah E., Ed.
Perspectives on the Integration of Regular and Special Education: Eliminating the Knowledge Dichotomy at the University Level.
Toledo Univ., Ohio. Coll. of Education and Allied Professions.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- May 83
GRANT- G008000881
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020)
DESCRIPTIONS- *Disabilities; Equal Education; Individualized Instruction; *Mainstreaming; Preservice Teacher Education; Socialization; *Teacher Education

Five papers describe ways to integrate knowledge from regular and special education at the university level. L. Hudson and M. Carroll ("The Preservice Teacher Experiences Variation in the Meaning Making of Handicapped and Nonhandicapped Learners") review adaptations in a competency based teacher education program to include information on high incidence handicapping conditions and simulation activities. "A Critique of Present Methods of Teaching Remedial Mathematics" by G. Shirk and R. Geiman proposes an alternate approach which features ongoing diagnosis, evaluation of learning processes and consideration of preferred modes of input. In "Public Law 94-142: Equal Educational Opportunity at Last?" S. Snyder traces the American concern with common schooling. Implementaion of mainstreaming is the topic of the final two papers: "Individualizing Group Instruction in the Regular Classroom: A Mandate for Secondary Teachers" by C. Warger and M. Henning, and "Socialization as a Goal of Mainstreaming" by J. Ahern. (CL)

ED 233 165 CE 036 640

The Institute for Native American Development Model 1979-1983.
Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *American Indian Education; *American Indians; Counseling Services; Dropout Prevention; Higher Education; Job Placement; *Models; Program Effectiveness; Program Implementation; Student College Relationship; Student Financial Aid; Student Needs; Student Organizations; *Student Personnel Services; Student Placement; Two Year Colleges; Vocational Education

IDENTIFIERS- *City Colleges of Chicago IL Truman College; *Institute for Native American Development IL

The Institute for Native American Development (INAD) was created at Truman College to provide quality higher education with a variety of educational choices to Native Americans in Chicago. The program has three major components: advising/placement, academic skill development/cultural awareness, and financial aid/job placement. Native Americans over 18 years of age enter the institute and are carefully assessed concerning career and educational aspirations and abilities. They are then placed in programs that Truman College offers, or in programs at other institutions, and financial aid is secured for them. Once the participant is engaged in formal training, personal, educational, and career counseling are provided on a continual basis, and academic skills are bolstered through individual tutoring. Additionally, participants receive personal and cultural awareness development. These multiple support services are intended to facilitate successful completion of vocational training or higher education, to prepare the individuals for eventual success on the job, and to increase both their appreciation of their cultural heritage and their understanding of their own needs and life goals. Job placement and followup also are provided. In the fall of 1981, the INAD placed 124 persons into Truman College and other institutions. This was the largest class of Indian higher education students ever assembled in the Midwest. An evaluation of the program showed that it has been successful and provided suggestions for its improvement. (KC)

ED 233 180 CE 036 668

Finstuen, Kenn; Alley, William E.
Occupational and Personnel Correlates of First-Term Enlisted Tenure in the Air Force. Final Report.
Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.
REPORT NO.- AFHRL-TR-82-36
PUB DATE- Aug 83

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Enlisted Personnel; *Individual Characteristics; *Military Service; *Occupations; Regression (Statistics); *Tenure
IDENTIFIERS- Air Force; *Air Force Specialty Code; Military Enlistment; Military Occupation Specialty

The interactive effects of Air Force occupational specialty and personnel characteristics on predictions of tenure for first-term enlisted airmen were studied. Historical data files were compiled on 280,039 Air Force enlistees. Two classes of variables were extracted for the sample: personnel characteristics including age, sex, race, educational background, aptitude scores, and occupational assignments identifying the enlistee's Air Force specialty code (AFSC). Two tenure criteria were developed to reflect the number of months served (up to 36) and a dichotomous variable coded 1 if the airman was still in the service after 36 months; a zero was used otherwise. Four multiple linear regression models were developed to examine the occupational and personnel correlates associated with airmen tenure. Results indicated that attrition rates differed markedly among AFSCs. These differences were attributed both to background and educational characteristics and to the unique aspects of individual AFSCs. The nature of the differences were interactive rather than additive. A general statistical model, designed to predict for all specialties combined, was found to be much less accurate than were specialty-specific equations. (Ten pages of attrition data are appended.) (YLB)

ED 233 197 CE 036 687

The Serger (Overlock) Machine. Module 10.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; *Clothing Instruction; *Equipment; Home Economics; Independent Study; Learning Activities; Learning Modules; *Needle Trades; Occupational Home Economics; Occupational Information; Postsecondary Education; Secondary Education; *Sewing Instruction; *Sewing Machine Operators
IDENTIFIERS- *Serging Machines (Sewing); South Carolina

This module on the purpose and use of the serger machine, one in a series on clothing construction for industrial sewing machine operators designed for student self-study, contains nine sections. Each section includes the following parts: an introduction, directions, an objective, learning activities, student information, student self-check, check-out activities, and an instructor's final checklist. The sections cover the following topics: purpose of the machine and serging edge of cloth, serging a seam, setting blouse/shirt cuffs, setting a tailored cuff, setting a sleeve, making a tie belt, setting elastic, hemming sleeves, and setting ruffles. The material is illustrated with line drawings. (KC)

ED 233 289 CG 016 868

Sigelman, Carol K.; And Others

Violence in College Students' Dating Relationships.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Students; *Dating (Social); Family Problems; Higher Education; *Individual Characteristics; *Interpersonal Relationship; *Predictor Variables; Victims of Crime; *Violence

Violence is an integral part of American family life, yet little research exists concerning abuse among dating couples. To determine possible predictors of violence in college students' heterosexual relationships, 116 males and 388 females, or 94 percent of those contacted in psychology, sociology and nursing classes at Eastern Kentucky University, completed a six-part questionnaire consisting of demographic information; a short form of the Attitudes Toward Women Scale; the Social Desirability Scale; and three sections dealing with abuse. Statistical analyses showed that over half of both men and women had committed at least one physically violent act; men more often than women reported being the victims of such acts. Violence was found to be mutual, more characteristic of serious than casual relationships, and modestly related to sexual aggression. Men who abused their partners were not readily distinguished from those who did not, but tended to be young, low in family income, traditionalistic in attitudes toward women, abused as children, currently living with a woman, and from the traditionalistic Appalachian area. Women who abused were more readily discriminated and were low in social desirability, abused as children, and from non-Appalachian areas. Male victims were likely to be living with a woman and tended to be low in family income; female victims were likely to be living with a man, to be low in social desirability, and to have been abused as children. (Author/WAS)

ED 233 320　　　　　　　　CS 007 258

Hasan, Abul
Promoting National Book Strategies in Asia and the Pacific--Problems and Perspectives. Studies on Books and Reading No. 4.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Books; Childrens Literature; Cultural Differences; Foreign Countries; Government Role; Language Variation; Literature; Problems; *Production Techniques; *Publishing Industry; Reading Habits; *Regional Characteristics
IDENTIFIERS- *Asia Pacific Region

Focusing on the present state of book development in the Asia-Pacific region, where countries are separated by vast distances, this report examines measures that might improve local book industries and meet the needs for endogenous literature. The various sections of the report discuss (1) the book situation and needs in the Asia-Pacific region; (2) the intellectual aspects of book production, including endogenous authorship, translations, editing, copyright considerations, and the need for professionalism; (3) the physical aspects of book production, such as printing facilities and equipment, paper supplies, production costs, cooperative publishing, and publishing for rural areas; (4) the aspects of book distribution, including distribution channels, wholesalers, retail bookshops, book clubs, postal rates, market research, and library development; and (5) techniques for promoting the book industry, such as book development councils, financial incentives, training facilities, and improving reading habits and children's literature. Appendixes contain statistical tables, a summary of discussions and recommendations from a Unesco regional seminar on book development in the Western Pacific, and recommendations of the Unesco Collective Consultation on National Book Strategies in Asia and the Pacific. (FL)

ED 233 353 CS 207 659

Grunig, James E.; And Others
An Axiomatic Theory of Cognition and Writing.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Cognitive Processes; *Epistemology; *Language Processing; *Language Usage; *Learning Theories; Linguistic Theory; Research Methodology; Technical Writing; *Writing (Composition); Writing Research; Writing Skills
IDENTIFIERS- *Theory Development

Noting that although a great deal of empirical research has been done to investigate the writing rules commonly taught, this paper points out that no one has yet constructed a deep theory of the relationship between cognition and writing that confirms the writing rules and explains how they work. The paper then uses theories and research in the fields of cognitive psychology, social psychology, philosophy of language, information theory, reading theory, rhetoric, and systems theory to construct a deep theory of the relationship between language, cognition, and writing. Concluding from this research that language and cognition are independent of one another, the authors argue that language has meaning when it produces abstract, holistic throughts in the person using it; and that it is a tool for representing abstract cognitions to oneself and for communicating them to others. It then builds a theory of writing containing 15 definitions, 11 premises, and 11 principles, the latter of which (the principles) subsume practical writing rules, especially those of science writing, and offer a broad framework for research. The paper concludes by presenting the results of several exploratory studies that have used R. F. Carter's signaled stopping technique as a means of observing the cognitive effects of writing. (Author/FL)

ED 233 384 CS 207 801

Suhor, Charles
Thinking Visually About Writing: Three Models for Teaching Composition, K-12. The Talking and Writing Series, K-12: Successful Classroom Practices.
Dingle Associates, Inc., Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC. Basic Skills Improvement Program.
PUB DATE- 83
CONTRACT- 300-81-0400
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Content Area Writing; Educational Theories; Elementary Secondary Education; English Instruction; Mastery Learning; *Models; Student Writing Models; Teaching Methods; *Visual Learning; *Writing (Composition); *Writing Instruction; *Writing Processes; *Writing Research
IDENTIFIERS- *Theory Practice Relationship

Prepared as part of a series applying recent research in oral and written communication instruction to classroom practice, this booklet discusses three visual models of teaching written composition. The first section of the booklet discusses the content area model, which begins with an abstraction presented to students (definitions of parts of speech or rules for subject-verb agreement, for example), then moves to models or examples, such as sample paragraphs or model short stories. The section also examines the shortcomings and the strengths of the model. The second section deals with the mastery model, a visual interpretation of B. Bloom's ideas, analyzing its flaws and advantages. The third section presents the writing process model, a synthesis of ideas from D. Graves, J. Britton, G. Stanford, and others. The discussion covers the various stages of the model, including prewriting, drafting, and proofreading, and offers a comparison of the model to others. The booklet concludes with three "excursions," extended treatments of several points related to the topic of models, including talk in the classroom, revision and teacher feedback, and the writing process, mechanics, and nonstandard English. Examples of student work are used throughout the booklet. (FL)

ED 233 400 CS 503 899

McLeod, John N.
Some Curriculum Implications of Teaching Drama.
Victoria Education Dept. (Australia).

PUB DATE- Nov 78
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Class Activities; *Cognitive Processes; Creative Dramatics; *Creative Thinking; Curriculum Problems; *Drama; *Dramatic Play; Elementary Secondary Education; Empathy; Holistic

Approach; *Identification (Psychology); Learning Processes; *Teaching Methods

The "back to basics" movement has mistakenly pushed drama to the periphery of the school program. Direct communication of verifiable facts, once again so valued, actually militates against the personal creation of meaning. Always subjective, meaning develops through individuals' active encounters with events or situations--never through detachment. Providing children with the opportunity to react honestly to novel situations, drama encourages the creation of personal meaning. Not merely a cognitive skill but a process involving the whole person, dramatic play requires that students at once identify with the characters they are playing and recognize that they are acting a role. Thus it fuses subjective and objective understanding. By helping children to conceive of and experience their own feelings and to reflect on them, drama encourages the creation of true symbols. Only through the use of true symbols is the creative conferring of meaning achieved. (MM)

ED 233 416 CS 504 344

Biggers, Thompson; Masterson, John T.
A Typology for Interpersonal Situations or, How Do I Class Thee, Let Me Count the Ways.
PUB DATE- May 83

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affective Behavior; *Classification; *Communication Research; Higher Education; *Interpersonal Communication; Interpersonal Competence; Measurement Techniques; *Predictor Variables; *Psychological Patterns; Research Methodology

It is axiomatic that context influences interpersonal behaviors, yet communication researchers have had limited success in generating a set of conceptual or operational definitions for the situation variable. Two studies were conducted to examine emotion-eliciting qualities as the basis for such a typology and the relationship of situations classified by this system to other variables. Specifically, the first study investigated whether interpersonal situations could be described reliably in terms of emotion-eliciting qualities, while the second study tested specific predictions about approach toward or avoidance of interpersonal situations based on emotions elicited. In the first study, 102 college undergraduates completed emotion-eliciting scales for a variety of situations, and, in the second, 170 students completed scales measuring anticipated approach-avoidance. Results indicated that emotion-eliciting qualities comprise a system for classifying situations that is exhaustive, mutually exclusive, and related to the theoretical purposes of explanation and prediction. Further, the findings showed that emotion-eliciting qualities of interpersonal situations relate systematically to other variables. Approach toward or avoidance of interpersonal situations, for example, was predicted and explained in terms of emotions elicited by those situations. (FL)

ED 233 447 EA 015 869

Koech, Michael Kipkorir
Contributions of Alternative (Nonformal) Education in Developing Countries.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Developing Nations; *Educational Assessment; Educational Objectives; Financial Support; Foreign Countries; *Nonformal Education; Program Content; Program Design; Program Evaluation; *Rural Youth
IDENTIFIERS- Kenya; *Rural Craft Training Centers (Kenya); *Sarvodaya Shramadana Movement (Sri Lanka); Sri Lanka

An analysis of two alternative (nonformal) rural education projects provides data on Rural Craft Training Centers (RCTC's) in Kenya and the Sarvodaya Shramadana Movement (SSM) in Sri Lanka. The RCTC objective is to design pilot rural development strategies for expanding income in selected poor; the SSM objective is to build a "righteous society" based on equality, common ownership of the means of production, freedom from exploitation, and people's power. Other project attributes discussed include program size (68 RCTC's in 1978; 2,000 SSM villages in 1977), funding sources (RCTC funds are raised locally; local contributions and foreign philanthropic organizations support the SSM), and curriculum (both projects respond to local needs). A comparison of the projects shows that while both were founded to help the rural poor, RCTC's were begun by foreigners and are both capitalistic and decentralized. The SSM, however, is much larger in size and budget. It is voluntary, socialistic, moralistic, spiritualistic, and was founded by people indigenous to Sri Lanka. Five tables provide data on educational opportunity in Kenya, government-approved RCTC's, subjects taught in RCTC's and the SSM, and the SSM budget (1977-78). (PB)

ED 233 477 EA 016 042

Phase I Mandates Studies and Definition of Schooling. Final Staff Recommendations.

Illinois State Board of Education, Springfield.

PUB DATE- 12 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Definitions; *Educational Objectives; Elementary Secondary Education; Policy Formation; *Required Courses; *School Role; State School District Relationship
IDENTIFIERS- *Illinois

This report synthesizes two research projects initiated by the Illinois State Board of Education on the development of a definition of schooling and on the analysis of mandates implemented by the state for special education, bilingual education, and instructional programs in elementary and secondary schools. The report is presented in five sections. An overview of the studies conducted on mandates provides the staff's impressions regarding the purposes served by the studies and establishes a context for relating schooling and the mandates that were examined. A section on schooling and the mandates presents the researchers' findings and conclusions regarding a working definition of schooling for use by the Illinois State Board of Education and also derives generalizations about the nature of schooling from an aggregate analysis of the mandate studies. A section of recommendations addresses future policy courses regarding instructional programs, driver education, physical education, special education, and bilingual education mandates. This section also notes the changes from previous recommendations and provides advice on a working definition of schooling. Finally, a summary of action recommendations encapsulates the policy judgments of the entire report. (JW)

ED 233 492 EA 016 059

Semi-Annual Report to Congress: October 1, 1982-March 31, 1983; No. 6. (Submitted pursuant to Public Law 95-452).
Office of Inspector General (ED), Washington, DC.
PUB DATE- 83
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Crime Prevention; Elementary Secondary Education; Federal Government; Federal Legislation; *Federal Programs; Federal Regulation; *Inspection; Investigations; Postsecondary Education; *Program Administration; Program Evaluation; Quality Control; Tables (Data)
IDENTIFIERS- *Audits; Fraud

The United States Department of Education (ED), Office of Inspector General (OIG), describes in its semiannual report its provisions for audit, investigation, fraud detection and prevention, as well as other activities. The first section reviews management improvement and preventive activities including recommended changes to legislation and regulations, programmatic initiatives, and other related activities. The second section summarizes audit statistics, allocation of audit resources, highlights of significant audits, audit resolution and recovery of funds, and the status of prior audit recommendations. In discussing investigative activities, the third section summarizes the statistics on cases handled, the workload analysis investigation of these cases, and the highlights of significant investigations. The fourth section of the report outlines the new cash award program, complaint center activities, additional OIG staffing positions to be filled in 1983, the cost of reduction in the security program, reviews of legislation and regulations, participation of OIG in the President's Council on Integrity and Efficiency, and the number of subpoenas issued during that period. Appendixes list reporting requirements, OIG audits for the period, and ED accounts receivable. (MD)

ED 233 507 EC 160 010

Price, Renee
Modalities of Educational Management of the Tourette Syndrome Child.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Elementary Secondary Education; *Learning Disabilities; *Neurological Impairments; Peer Acceptance; Special Health Problems; *Student Characteristics; *Student Placement; Teacher Attitudes
IDENTIFIERS- *Gilles De La Tourettes Syndrome

Questionnaires were sent to 42 schools in New Jersey to determine the educational procedures used with students having Tourette Syndrome, a neurological condition resulting in body tics and inappropriate vocalization. Parents of an elementary child with the syndrome who was mainstreamed were interviewed and his classroom teacher was also queried about the child's adjustments. Analysis of 26 completed school questionnaires revealed that of 23 students identified as having the syndrome, 11 were mainstreamed, 3 required no special adjustments and 8 were provided with some kind of accommodation. Among other findings were that although symptoms varied among individuals, students with Tourette Syndrome require acceptance from teachers and peers, with limited stress and a de-emphasis on competition. Control medication was found to interfere in some instances with the child's cognitive functioning, and the syndrome was estimated to be linked with learning disabilities in 50% of all cases. (CL)

ED 233 558 EC 160 087

Vance, Booney; Gore, William V.
Correlations of the WRAT and PIAT Reading Recognition Subtest Scores with the VMI And Bender Gestalt.
PUB DATE- 83
AVAILABLE FROM- Booney Vance, Department of Education, University of Maryland Eastern Shore, Princess Anne, MD 21853 (no price quoted).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; Perceptual Motor Coordination; *Test Validity; *Visual Perception
IDENTIFIERS- *Bender Gestalt Test; *Visual Motor Integration Test

The relationship between word recognition subtests of the Wide Range Achievement Test and Peabody Individual Achievement Test with Bender-Gestalt and the Berry-Buktencia Test of Visual Motor Integration was examined with 27 children (7-14 years old) referred for psychological services. The Bender and Berry tests are among the most popular individual tests administered by school psychologists. Significant correlation coefficients were found among the scores for the total group. Findings from the study suggested the Bender Gestalt and the Berry-Buktencia Test of Visual Motor Integration measure visual-motor perceptual skills which are quite different from each other. (Author/CL)

ED 233 150 CE 036 609

Burrow, Jim
Developing and Implementing Training Plans. Module Number 8. Work Experience Program Modules. Coordination Techniques Series.
Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.; Northern Iowa Univ., Cedar Falls. Dept. of Business Education and Administrative Management.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Cooperative Education; Coordination; Educational Cooperation; Interviews; Learning Activities; Learning Modules; Objectives; *On the Job Training; Pretests Posttests; Program Content; *Program Development; *Program Implementation; Records (Forms); School Business Relationship; Secondary Education; Task Analysis; *Teacher Education; Vocational Education; *Work Experience Programs

This self-instructional module, the eighth in a series of 16 on techniques for coordinating work experience programs, deals with developing and implementing training plans. Addressed in the module are the purposes and features of a training plan, developing a training plan, and implementing a training plan for each student in the program. The module contains a series of pretests and learning activities, a guide sheet for a videotape presentation of a teacher-coordinator implementing a training plan with a training sponsor, a posttest, answers to the pretests and posttest, and a list of additional resources. Included in the learning activities are sample training plans for salespersons, dishwasher/waiter's assistants, and janitorial services personnel. Appended to the module are a task analysis procedure and sample task analysis interview and response forms for a salesperson position. (MN)

ED 233 215 CE 036 750

School Nurse Handbook for the School Health Program.
Texas Education Agency, Austin.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Disease Control; Educational Resources; Elementary Secondary Education; Guidelines; *Health Education; Health Materials; Health Programs; History; Inservice Education; Legislation; Nursing; Program Development; Program Evaluation; *Program Implementation; *School Health Services; *School Nurses
IDENTIFIERS- *Texas

The purpose of this handbook, a revision of Texas Education Agency Bulletin 752 (1975), is to assist administrators and school nurses in planning and implementing the school health program. The guide contains eight sections. Following the history of the school health program in the first section, the second and third provide guidelines for the administration and framework of a school health program. Topics covered include the components of a school health program; developing a philosophy, a purpose, goals, and policies; planning, implementing, and evaluating a school health program; an organizational chart for a school health program; and working with advisory committees. The fourth section covers school nursing services, including personnel, certification, and school nurse evaluation, while the fifth section details the responsibility of the school nurse. Responsibilities falling under the nurse's purview include disaster organization, emergency and illness care, communicable disease control, immunizations, reportable diseases of Texas, child abuse reporting, and suicide prevention. In the sixth section, information is provided for school health nurse use in health counseling, health instruction, health screening, growth and development screening, dental screening, vision screening, audiometric screening, scoliosis screening, and hypertension screening. The final two sections cover accountability and inservice education for school health nurses. Appendixes to the guide contain listings of resource organizations and literature, legislation with impacts upon school health programs, and sample forms. (KC)

ED 233 337 CS 207 475

Shanahan, Timothy
The Nature of the Reading-Writing Relationship: A Multivariate Approach.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Education; Grade 2; Grade 5; Measurement Techniques; Predictor Variables; Reading Comprehension; *Reading Research; *Reading Skills; *Research Methodology; Spelling; Syntax; *Test Validity; Vocabulary Development; Word Recognition; *Writing Research; *Writing Skills
IDENTIFIERS- *Reading Writing Relationship; Syntactic Complexity

A study examined the relationship of multiple measures of reading and writing at the second and fifth grade levels. Multiple reading tests (measuring vocabulary, word recognition, sentence comprehension, and passage comprehension) and writing tests (evaluating vocabulary diversity and syntactic complexity, and providing qualitative and quantitative measures of spelling and organization) were administered to 256 second grade and 251 fifth grade students. The relationships of these variables were evaluated through the use of canonical correlational factor analysis, with separate analyses performed for each grade level cohort and for two additional cohorts--beginning readers and proficient readers--derived from the original grade level samples. These analyses indicated that the word recognition factors drawn from the reading set were most related to the spelling variables of the writing set at both grade levels. However, substantial differences were apparent across reading level cohorts. For beginning readers, again, the word recognition factor drawn from the reading set was most related to the spelling variables in the writing set. For the proficient readers, the ability to structure prose in complex ways and to use a variety of vocabulary in writing was related to a prose comprehension factor derived from the reading set. (Author/FL)

ED 233 369 CS 207 785

Clinton, DeWitt
A Writer's Suggestions for Teaching Creative Writing.
PUB DATE- 5 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Classroom Techniques; Creative Activities; *Creative Writing; Elementary Secondary Education; *Poetry; *Student Motivation; Writing Exercises; Writing Improvement; *Writing Instruction

Inventive activities in the creative writing classroom can generate a great deal of excitement for the writing of poetry. Such activities might begin with improvising ways in which poetry can be written in alternative media, such as haiku on clay tablets that can be glazed and fired, then macramed together into wind chimes. Another activity, following a reading and dramatization of "Spoon River Anthology," is taking gravestone rubbings at a local cemetery and inventing dramatic monologues in the style of Edgar Lee Masters. Other suggested activities include (1) studying and listening to ballads, followed by writing, practice, and performance; (2) starting a column of poetry in the school or town newspaper, offering original works and reviews; (3) visiting the local art museum or gallery, preceded by a review of poems based on various paintings, and followed by art-inspired student writing; (4) building library skills by reporting on a modern or contemporary poet; (5) introducing works by the masters and having students tinker with the form; (6) bringing a poet into the classroom so students can talk with someone who writes poetry as part of his or her life; (7) publishing a modestly produced journal in which students contribute poetry and prose as well as editorial and production time; and (8) producing and directing an annual poetry festival, featuring dramatic performances of "Spoon River" poems, epics, ballads, and favorite poems, or displaying poems alongside student photographs, or photographs of major artworks. (HTH)

ED 233 524 EC 160 047

Loucks, Susan F.
The Concerns-Based Adoption Model (CBAM): Series Paper (Number 2).
North Carolina Univ., Chapel Hill. Technical Assistance Development System.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Mar 83
CONTRACT- 300-82-0369
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adoption (Ideas); *Change Strategies; *Demonstration Programs; Diffusion (Communication); *Disabilities; Early Childhood Education; innovation; *Models; *Special Education
IDENTIFIERS- *Concerns Based Adoption Model

The paper presents a framework intended to help in the adoption of new early childhood special education model programs. The Concerns-Based Adoption Model (CBAM) is explained to describe how individuals undergo the change process. The diagnostic component of CBAM is described in terms of three dimensions: (1) stages of concern (the feelings of individuals involved in change), (2) levels of use (how individuals interact with a new program), and (3) innovation configurations (how the program itself is adapted). Use of a practice profile to help disseminators apply the concept of innovation configurations is discussed. Five tasks in applying CBAM to early childhood programs are identified: creating awareness, targeting dissemination, providing training and preparation, providing followup assistance, and evaluating. (CL)

ED 233 136 CE 036 460

Grisafe, John P.
Vocational Assessment Handbook.
Riverside County Superintendent of Schools, Calif.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Adult Vocational Education; Aptitude Tests; Career Education; Guidelines; Interest Inventories; *Occupational Tests; Postsecondary Education; Program Development; Program Implementation; Secondary Education; *Standardized Tests; *Vocational Aptitude; Vocational Education; *Vocational Evaluation; *Vocational Interests

This handbook provides an introduction to the use of vocational assessment instruments and an overview of 69 vocational assessment instruments. Vocational assessment guidelines offer suggestions for planning and implementing a vocational assessment program that emphasizes objective data. Topics covered include defining the goals and population, instrument selection and use, administration, scoring, and interpretation. A discussion of standardizing assessment results follows. Appendixes to these sections include a list of interest areas and work groups, interest inventory translations to work groups, conversion charts and worksheets, a vocational interview form, and a work motivators checklist. The reviews of the vocational interest and ability assessment instruments are arranged in alphabetical order by title. Each one-page review provides this information: title, copyright, vendor, type/use of instrument, target population, instrument format, scoring, interpretive format, reading level, and administrative time. A space is provided at the end of each review for notes, and blank review sheets are included. An assessment review chart identifies the major factors of the instruments included in the manual. A list of the instrument vendors with the corresponding assessments they supply is appended. (YLB)

ED 233 245 CG 016 821

Planning Alcoholism Counseling Education (PACE): A Curriculum and Instructional Resource Guide.

National Center for Alcohol Education, Arlington, Va.

SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.

REPORT NO.- DHHS-ADM-82-1232

PUB DATE- 82

CONTRACT- ADM-281-80-0006

LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Alcoholism; Counselor Certification; Counselor Educators; *Counselor Training; *Course Content; *Curriculum Design; Curriculum Guides; Instructional Materials; *Professional Education; *Program Development; Reference Materials; Resource Materials

This resource guide provides curriculum and instructional information to facilitate the development of alcoholism counselor preparation programs, and is intended to be used by those responsible for manpower development, education, and training, i.e., educational planners and counselor educators, state agency personnel, and credentialing organization board members. The guide is organized in four sections and four appendices. Section 1 provides an overview and introduction to the guide, which describes the purpose, and the potential users of PACE, and summarizes the content of the succeeding sections. Section 2 contains 48 activity statements that describe alcoholism counseling. These statements are grouped into 12 functional headings; the first 7 headings are activities that deal with direct client-counselor interaction (e.g., family counseling, group counseling, assessment); the 5 remaining headings are activities that counselors perform to insure the quality and continuity of the counseling process (e.g., professional conduct, documentation, education). Each activity statement is followed by a description of knowledge, skills, and attitudes necessary to perform that activity. Section 3 presents five categories of topics, in instructional units related to the 48 activity statements; each includes a rationale for the content, a content outline, suggested instructional activities, and a partial list of resources. A foldout is provided which displays the units in outline form under appropriate categories. Section 4 addresses issues that must be considered in planning an educational program in alcoholism counseling (i.e., the philosophy of instructional design, and the necessary characteristics of a formal alcoholism counselor education program). Appendix A describes the activities of alcoholism counseling; Appendix B suggests resources for evaluating student performance; Appendix C provides ordering information for materials listed as resources for the instructional units; and Appendix D presents the desired counselor attitudes from Section 2, listed by activity. (WAS)

ED 233 260 CG 016 837

Ware, Mark E.
Assessing Psychology Majors' Career Needs.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Career Counseling; *Career Planning; College Students; Faculty Advisers; Higher Education; *Information Needs; *Information Sources; *Majors (Students); *Psychology; Student Educational Objectives
IDENTIFIERS- Creighton University NE

Efforts to address the career concerns of psychology majors have traditionally emerged from faculty judgments; little attention has been directed to assessing those concerns from the students' perspective. As part of a larger study to obtain information on students' reactions to types and sources of career related information, psychology majors (N=83) were surveyed about three general areas of career related information: enhancing knowledge about one's self; the world of work; and career implementation skills. Data analysis, based on a 64 percent response rate, showed that the most valued types of information were resume writing, interview skills, information about courses, the career activities of health/law professionals, and job search skills; none of the most highly ranked items concerned knowledge of self. The most valued

sources of information were two courses taught by the psychology department, and psychology advisors. One possible problem in the use of these findings is that excessive attention to information about the world of work and career implementation skills may serve as a barrier to student receptivity to knowledge of self. The survey and tables showing students' evaluation of sources and types of career information are appended. (WAS)

ED 233 275 CG 016 854

Adams, Carol; Sherer, Mark
What Else Don't Real Men Do? Sex Role Orientation and Adjustment in College Males.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adjustment (to Environment); *Androgyny; *College Students; Higher Education; Individual Power; Interpersonal Competence; *Males; *Personality Traits; Psychological Characteristics; Self Concept; *Sex Role; Social Adjustment

Bem's androgyny theory predicts better psychological adjustment in androgynous males and females (those with a balance of masculine and feminine traits) than in traditionally masculine men or feminine women. However, recent research suggests that androgynous individuals have no advantage over masculine-typed individuals of either sex. To explore the relationship between adjustment and sex-role orientation in college males, 45 male students completed the Minnesota Multiphasic Personality Inventory (MMPI) and the Bem Sex Role Inventory (BSRI). A median split procedure was used to form four sex-role groups: androgynous, masculine, feminine, and undifferentiated males. These four groups were compared on the 3 validity and 10 clinical scales of the MMPI. Data analyses showed that masculine men had greater ego strength and were less socially introverted than feminine men. No significant differences were found between masculine and androgynous men. There was also a significant negative correlation between masculine scores and the Si scale of the MMPI, and a significant positive correlation between femininity and the Si scale. The results tend to support the hypothesis that "real men" (masculine men) are similar to androgynous typed men in that they tend to have greater ego strength and less social discomfort than feminine or undifferentiated men. Additional support was generated for the notion that masculinity is the important trait in the adjustment of androgynous men. (WAS)

ED 233 290 CG 016 869

de St. Aubin, Therese; And Others
The Establishment of Autonomy: Assisting Late Adolescents with Positive Management of Separation Issues.
PUB DATE- 14 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adjustment (to Environment); *Adolescent Development; *College Students; Counseling Techniques; *Group Counseling; Higher Education; *Parent Child Relationship; Parent Student Relationship; *Personal Autonomy; Psychological Needs; School Counseling; School Counselors
IDENTIFIERS- Illinois State University

This manual presents a developmentally focused group intervention, ("But Mom (Dad) - I'm an Adult Now") developed by the Student Counseling Center at Illinois State University for college students who are having difficulty establishing autonomy from their family of origin. The group uses a condition of didactic presentations, experiential exercises, group discussion, and homework assignments; member and leader participation is strongly encouraged. The affective format consists of five, 2-hour, weekly sessions, with a brief college vacation period (e.g., Thanksgiving, spring break) between the fourth and fifth sessions. The break allows students to try new behaviors with their families, and then process those attempts with the rest of the group. The ideal group size is 8 to 12 members, with 2 co-leaders, preferably of mixed gender if the composition of the group is mixed. The group experience can stand alone or be used as an adjunct to counseling. Homesick or seriously disturbed/disruptive students should be screened out. The manual, designed for student group leaders and counselors, includes detailed session-by-session outlines and copies of handouts and exercises for each of the five group sessions: (1) introduction to group; (2) family roles; (3) see parents in a new light; (4) identifying conflict situations, and assertion; and (5) group closure. (Author/WAS)

ED 233 305 CS 007 197

Nist, Sherrie L.; And Others

A Practical Approach for Teaching Comprehension Processes Using Magazines, Paperback Novels, and Content Area Texts.

PUB DATE- 21 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Content Area Reading; Elementary Secondary Education; Higher Education; Paperback Books; Periodicals; Questioning Techniques; *Reading Comprehension; Reading Habits; *Reading Improvement; *Reading Instruction; *Reading Materials; Reading Processes; Remedial Reading; *Student Motivation; *Teaching Methods; Textbooks

Process comprehension helps students both to see why they make comprehension errors and to develop techniques to correct these problems. Keeping journals of their behavior while reading magazine articles helps students recognize relationships between their rate, comprehension, interests, and personal reading habits. Once students have developed an awareness of their own comprehension processes, high interest novels will increase their reading fluency. Geared to student ability and interest and approached through open-ended questioning, these novels can build student confidence toward the reading process. In addition, frequent quizzes on the reading can help students develop test taking skills. Content area texts can be used to help students develop good questioning techniques and

mapping skills. Generating important questions on the material read (1) gives purpose to reading, (2) encourages the prediction of actual test items, (3) alerts students to important concepts, (4) highlights the material's method of organization, and (5) makes students active readers, thus improving their concentration. Mapping, a second process strategy, reduces information and organizes it into a meaningful picture for the students. (MM)

ED 233 401 CS 504 256

Blosser, Betsy J.
Television for Cultural Affirmation: An Approach to Formative Research.
PUB DATE- 27 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Childrens Television; Cultural Awareness; *Cultural Education; *Educational Television; Elementary Education; Ethnic Groups; *Formative Evaluation; *Hispanic Americans; *Mass Media Effects; Program Improvement; Television Research

Recognizing that some of the lessons educational television teaches children are cultural--how to be members of their own cultural group, for example, or what other cultural groups are like--a study developed qualitative methods for the formative evaluation of the accuracy of an educational television program's cultural content with respect to the culture of the group being portrayed. The study included individual and group interviews of a representative sample of Chicanos from San Jose, California on their reactions to "Villa Alegre," a program aimed at Hispanic elementary school students. Questioned on how similar the taped situations were to their own experience, the informants indicated that while the situations presented seemed realistic--one segment, for example, involved a student who had hit his friend--the adult characters' reactions to the incidents were not realistic. Besides remarking discrepancies in use of language on the television program and in "real life," informants offered an abundance of unsolicited but potentially useful cultural information. The document suggests that future research needs to identify the significant variables defining a target culture, and suggest methods of using these variables in selecting cultural informants. Furthermore, as informants tend to report on the culture as it should be rather than as it is, questioning techniques to distinguish fact from value must be refined. (MM)

ED 233 433 EA 015 750

Bartz, David E.
The Effects of School Desegregation on Student Achievement, Motivation, and Social/Psychological Development: A Review of Research. A Research Report.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; *Classroom Desegregation; Classroom Environment; Elementary Secondary Education; *Intervention; *School Desegregation; Social Development; Student Development; Student Motivation

This paper presents an overview of interventions that schools can use to enhance the psychological and social development of children in a desegregated school environment. Five remedies, designed to meet children's psychological needs in desegregated schools, are first defined and then analyzed for specific interventions appropriate at the school or classroom level. Self-esteem may be improved by seven interventions, including reducing social comparisons and interpersonal competition among students. Achievement motivation may be enhanced through such means as offering attainable but challenging goals to students, while coping skills are aided by stressing students' strengths. Vocational aspirations and social skills are also necessary in school settings and are developed by interventions such as ascertaining students' interests and encouraging cooperation. From a list of 6 kinds of desirable school integration practices and 13 school climate characteristics, a 9-step improvement process for school integration--provided in an appendix--also helps put classroom interventions in larger perspective. (JW)

ED 233 478 EA 016 043

Corporal Punishment: An Overview.
Illinois State Board of Education, Springfield.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTIONS- *Board of Education Policy; Child Abuse; Community Support; *Corporal Punishment; Court Litigation; *Discipline Policy; Educational Objectives; Elementary Secondary Education; Federal Legislation; Force; Metropolitan Areas; Parent Attitudes; *State Legislation
IDENTIFIERS- *Illinois

This report is a 1983 update on corporal punishment prepared for the Illinois State Board of Education. It gives a historical perspective and reviews the practices in selected states and metropolitan districts. Corporal punishment is allowed in 46 states; 4 states prohibit it. Among large school districts in metropolitan areas there is a tendency to prohibit or restrict the use of corporal punishment. Many states and districts have provided safeguards for the protection of students from misuse of corporal punishment. The report includes a limited literature review representing advocates and opponents of corporal punishment. Included are tables providing information on the use of corporal punishment in selected states and in selected large cities, and on the positions agencies and organizations take on the issue. Federal law leaves the regulation of corporal punishment primarily to the states. In Illinois the "in loco parentis" status of the schools is interpreted differently by different agencies, and the school code does not specifically address corporal punishment. Research is inconclusive as to the benefit derived from corporal punishment. The report points out that the majority of the available literature is written in opposition to corporal punishment. (MD)

ED 233 508 EC 160 011

Art and the Handicapped.
Virginia State Dept. of Education, Richmond. Div. of Humanities and Secondary Administration.
PUB DATE- Aug 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Art Activities; *Disabilities; Elementary Secondary Education; Hearing Impairments; *Individualized Education Programs; Learning Activities; Learning Disabilities; Mental Retardation; Physical Disabilities; Speech Handicaps; Teaching Methods; Visual Impairments

The contributions of art experiences to special education are discussed and guidelines for integrating art into the curriculum are provided. Art is seen to have potential for developing handicapped children's self expression, independence, sensory stimulation and motivation, perception discrimination, skill development, and career and personal interests. Aspects of special education legislation (including eligibility, individualized education programs, least restrictive environment, and individualization) are briefly reviewed. General considerations for planning special education art experiences are addressed; and goals in the areas of perception, skills, self actualization, and work habits are listed. General suggestions for the art teacher (such as reviewing students' development frequently) are followed by specific suggestions for dealing with deaf, deaf-blind, hard of hearing, mentally retarded, multi-handicapped, orthopedically handicapped, health impaired, learning disabled, severely speech impaired, blind, and visually impaired students. Sample individualized education programs (IEPs) are accompanied by charts depicting how short-term objectives can be taught or reinforced through art learning tasks. (Information on materials and equipment is listed). A final section summarizes recommendations concerning art and IEPs, art as a related service, the need for integration of the curriculum, art opportunities for talented handicapped students, and the need for training. (CL)

ED 233 541 EC 160 069

Moore, Judith A.; And Others
Extending Family Resources: A Project of National Significance. Second Edition.
Spastic Aid Council, Inc., Seattle, WA. Children's Clinic and Preschool.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- Dec 82
GRANT- 90DD0012/01
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Disabilities; *Family Problems; *Family Programs; Family Relationship; Intervention; *Models; Needs Assessment; *Stress Variables
IDENTIFIERS- *Extending Family Resources Project

The project, Extending Family Resources, was designed to assess the impact on 14 families of raising children with handicapping conditions and to implement a model program to reduce obstacles facing those families. The model emphasized incorporating under-involved relatives, friends, and neighbors into the family's support network. Performance contracts were developed and regularly evaluated, and stipend money was available to help reduce barriers of expenses, time, and skills. Recruitment of family supports was undertaken by the families themselves as well as by project staff. Service plans addressed such needs as respite care, additional home programing, additional equipment, and transportation. Training focused on a variety of topics, including handling and positioning techniques, feeding skills, and behavior management. Data from analysis of family and staff impact revealed that family support systems with a variety of trained participants can reduce stress related to a child's handicapping condition. An analysis of the stipend component is followed by results of a survey of economic, social, and psychological factors contributing to family stress in 448 cases. Stress ratings of the medium income group were frequently as high as or higher than those of the lowest income group. The severity of the child's disability was highly related to the number and severity of the parents' problems. (CL)

ED 233 166 CE 036 641

Ruff, Richard D.
A Discussion Platform for the Futuring of Vocational Education.
National Advisory Council on Vocational Education, Washington, D.C.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Accountability; Demography; *Economic Change; *Educational Change; Educational Needs; Educational Objectives; Educational Planning; *Educational Trends; Employment Patterns; Employment Projections; *Futures (of Society); Industry; Labor Force; Labor Needs; Postsecondary Education; Relevance (Education); School Business Relationship; School Role; Secondary Education; *Social Change; Technological Advancement; Trend Analysis; *Vocational Education
IDENTIFIERS- High Technology; Impact Studies

When formulating the platforms and plans for the future of vocational education, educational planners must consider the implications of the significant qualitative, social, and economic changes that are currently taking place in the worlds of business, industry, and labor as well as in the world of education at-large. An examination of current trends in the areas of high technology, labor force demographics, and organizational culture indicates that business and individual clients of vocational education will increasingly demand not only technical skills but also the work adjustment and interpersonal skills necessary to function in this new environment. Various factors, including the recent information explosion, demographic changes, and the rise of computer and related product technology have increased the need for life-long learning, for the acquisition of study and learning skills, and for improving students' occupational scientific literacy. Because of these societal trends, vocational education must institute approaches for integrating the delivery of occupation training and the knowledge and skills that make up what some have called the new basics--communication, information processing, science and mathematics, and computer literacy. In addition, vocational education faces significant challenges in the areas of diversity, issue management, and revitalization. (MN)

ED 233 198 CE 036 688

The Blindstitch Machine. Module 11.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; *Clothing Instruction; *Equipment; Home Economics; Independent Study; Individualized Instruction; Learning Activities; Learning Modules; *Needle Trades; Occupational Home Economics; Occupational Information; Postsecondary Education; Secondary Education; *Sewing Instruction; *Sewing Machine Operators
IDENTIFIERS- *Blindstitch Machine (Sewing); South Carolina

This module on the purpose and use of the blindstitch machine, one in a series on clothing construction for industrial sewing machine operators designed for student self-study, contains three sections. Each section includes the following parts: an introduction, directions, an objective, learning activities, student information, student self-check, check-out activities, and an instructor's final checklist. The sections cover the following topics: purpose and threading of the machine, skip stitching, and folding. The material is illustrated with line drawings. (KC)

ED 233 229 CE 036 786

Courson, Roger L.; And Others
Core III Materials for Rural Agriculture Programs. Units H-I.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 83
CONTRACT- R-33-13-D-0362-466
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Agribusiness; *Agricultural Education; *Agricultural Engineering; Agricultural Machinery; Agricultural Occupations; Career Education; *Classroom Techniques; Construction (Process); Electricity; Engines; Farm Management; High Schools; Instructional Materials; Learning Activities; Learning Modules; Livestock; Marketing; Masonry; Mechanics (Process); Occupational Information; State Curriculum Guides; *Teaching Methods; Units of Study; *Vocational Education
IDENTIFIERS- Illinois

This curriculum guide includes teaching packets for nine problem areas of study to be included in a core curriculum for 11th-grade or third-year students enrolled in rural agricultural programs in Illinois. Each problem area includes some or all of the following components: suggestions to the teacher, a teacher guide, a competency inventory, an information sheet, student worksheets or assignment sheets with key, demonstrations, job sheets, transparencies, a discussion guide for transparencies, and sample test questions and teacher key. The nine problem areas in this guide are grouped into two units. The first unit, on agricultural mechanics, covers these six problem areas: (1) constructing and maintaining buildings, (2) developing electrical wiring skills, (3) adjusting and maintaining planting equipment, (4) maintaining and repairing small engines, (5) adjusting and maintaining combine harvesting equipment, and (6) developing concrete masonry skills. The second unit, on agricultural business management, covers (1) four ways of doing business in agriculture, (2) marketing agricultural crops, and (3) marketing livestock and livestock products. (KC)

ED 233 448 EA 015 870

Sanguinetty, Jorge A.
Academic Achievement, School Quality and Family Background: Study in Seven Latin American Countries.
SPONS. AGENCY- World Bank, Washington, D. C.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; Developing Nations; *Educational Research; Educational Status Comparison; Elementary Secondary Education; *Family Influence; *Family School Relationship; Foreign Countries; Parent Background; Reading Comprehension; Regression (Statistics); *School Role; Science Tests; Tables (Data); Teacher Influence
IDENTIFIERS- *Latin America

Educational production can be studied by correlating levels of academic achievement with three independent variables: student's family background, student's mental ability, and school quality. To examine family background and school quality, information was gathered from schools in Argentina, Bolivia, Brazil, Colombia, Mexico, Paraguay, and Peru. Regression analyses of individual students by country, grade, and sex using reading comprehension and science scores reveal a strong correlation between family factors, such as parent educational background, and academic achievement, but do not show a strong correlation between academic achievement and school factors. Although the improtance of family factors decreases as a student moves to higher grade levels, school factors do not seem important at any stage in explaining academic achievement as long as minimal physical facilities are available. To better understand what factors most contribute to academic achievement, further research should deemphasize statistical analysis and focus on teacher-student interaction, formulating a taxonomy of teacher attributes and identifying those teachers who seem to produce higher levels of achievement in their students. Statistical findings by country are provided in 22 tables and 7 appendixes. (JBM)

ED 233 462 EA 015 884

Price, Elaine J.
Public School Enrollment, United States, Fall 1981.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-83-102b
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- *Declining Enrollment; Elementary Secondary Education; *Enrollment Rate; Preschool Education; Primary Education; *School Statistics; Students
IDENTIFIERS- Common Core of Data Program

Figures generated by the Common Core of Data survey indicate public school enrollment in the United States decreased by about 818,000 in fall 1981, a 2 percent decline from fall 1980 and part of a continuous decline since 1972. The five states reporting the largest decreases in enrollment (New York, California, Michigan, Illinois, and Ohio) accounted for approximately 45 percent of the total national decline. Nine states reported enrollment increases ranging from 0.6 percent (Idaho) to 5 percent (Alaska). A total of more than 40 million students were enrolled nationwide as of October 1, 1981, with over 27 million in prekindergarten to 8th grade and nearly 13 million in grades 9 to 12. The national decline was greater in secondary schools (3.3 percent) than in elementary schools (1.4 percent). Over half of this brief release is composed of tables, including student membership by level of instruction and by state or area for 1980 and 1981 and student membership by grade and by state

or area in fall 1981. (MJL)

ED 233 559 EC 165 102

Holder, Barbara; Lister, Bob
Peer Tutoring. Resource Paper No. 13.
Task Force for the Improvement of Secondary Special Education in New Hampshire, Concord.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Educational Needs; High Schools; Human Resources; Mainstreaming; Models; Peer Acceptance; Peer Influence; *Peer Relationship; *Peer Teaching; Remedial Instruction; *Resource Room Programs; Special Education Teachers; *Tutorial Programs; *Tutoring
IDENTIFIERS- New Hampshire; Organizational Skills; PF Project; Tutor Role

A brief description is provided of a successful peer tutoring model implemented by Portsmouth High School (New Hampshire) in which student tutors volunteer to work under the direct supervision of the special educator on reading, math, science, and pre-vocational skills. Peer tutor responsibilities on assisting students in reading are presented, with emphasis on tutor training in goals, lessons, and the use of individualized checklists. Organizational studies are advocated as a way peer tutors can aid students in organizing their work and study more effectively. Resource math courses are seen as an opportunity for "reversed mainstreaming" in which peer tutors from regular education programs are integrated into special education programs to facilitate positive peer interaction as well as learning. Positive ramifications of peer tutoring are: additional one-to-one attention to students with special educational needs, shared social experiences, improved self-esteem, decreased disruptive behavior, improved work habits, reduced stigma of special needs, and new and positive peer friendships. (LH)

ED 233 181 CE 036 669

Effects of Administration's Fiscal Year 1984 Budget on Training and Employment Programs. Hearing before the Task Force on Education and Employment of the Committee on the Budget, House of Representatives, Ninety-Eighth Congress, First Session. Serial No. TF4-2.

Congress of the U.S., Washington, D.C. House Committee on the Budget.

PUB DATE- 7 Mar 83

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- Adult Education; *Budgets; Career Education; *Employment Programs; Federal Aid; *Federal Government; Federal Legislation; *Federal Programs; *Job Training; Out of School Youth; Unemployment; Vocational Education

IDENTIFIERS- *Reagan Administration

This report of a Congressional hearing regards the effects of the administration's 1984 budget on training and employment programs. Testimony includes statements from five individuals representing the Research Department of the United Auto Workers (UAW); the mayor of Minneapolis, Minnesota on behalf of the National League of Cities; the mayor of Trenton, New Jersey on behalf of the United States Conference of Mayors; the American Federation of State, County, and Municipal Employees; and the National Association of Counties. Additional information submitted for the record deals with assistance to laid-off UAWs in Michigan and Ohio, comparison of state unemployment insurance laws, and training and unemployment insurance. (YLB)

ED 233 321 CS 007 260

Pearce, Douglas
Textbook Production in Developing Countries--Some Problems of Preparation, Production and Distribution Studies on Books and Reading No. 7.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 82
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Developing Nations; Government Role; Problems; *Production Techniques; Publishing Industry; Reading Research; *Textbook Publication; Textbook Research; *Textbooks

Intended for use by educators and administrators working in textbook-connected projects, this report reviews the problems encountered in textbook production and distribution in developing nations and indicates some solutions that have been found for many of those problems. The first major section of the report focuses on the role of governments in planning for the provision of textbooks and discusses such areas as assessing needs, economic considerations, language policies, and the role of national book development councils. The second major section examines manuscript preparation and explores questions of market research and identification of needs, the role of textbook boards and educational research institutes, adaptations and translations, difficulties in finding authors and translators, and testing and evaluation of materials. The third section covers managerial problems of both public and private textbook publishers. Other topics covered include training for publishing personnel; the nature of editorial, design, and illustration work; and procedures for the orderly manufacture and distribution of books. The fourth and fifth sections deal with problems encountered in controlling paper costs and in printing, while the final section examines the process of bookselling. (FL)

ED 233 354 CS 207 662

Essential Skills for College Bound Students. ESEA Title IV-C Project Product.

Laurel Municipal Separate School District, MS.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *College Bound Students; *College Preparation; Critical Thinking; High Schools; Library Skills; Listening Skills; *Program Content; Program Descriptions; Reading Comprehension; *Skill Development; *Study Skills

A 2-year program entitled "Essential Skills for College Bound Students" conducted in a Mississippi high school is described in this paper. The introductory section describes the course of study in essential skills as designed to help average-ability students who plan to attend college increase their proficiencies in oral and printed material, analytical and critical reasoning, rhetorical skills, vocabulary study, and library reference skills. A general description of the progrm as it was modified over the 2 years is also given. Succeeding sections of the paper describe (1) student needs addressed by the program; (2) objectives established for the program; (3) specific activities and procedures, including educational goals; (4) program evaluation methods and results; and (5) the project budget. The concluding section contains letters of communication, an evaluation form, and a list of instructional materials. (HTH)

ED 233 385 CS 207 802

Gray, Philip A.
Oral Communication Instruction in Middle and High School Classes. The Talking and Writing Series, K-12: Successful Classroom Practices.
Dingle Associates, Inc., Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC. Basic Skills Improvement Program.
PUB DATE- 83
CONTRACT- 300-81-0400
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTIONS- *Communication Research; Educational Theories; Elementary Secondary Education; High Schools; Interviews; *Learning Activities; Listening Skills; Middle Schools; *Oral Language; Role Playing; Skill Development; *Speech Communication; *Speech Instruction; Speech Skills
IDENTIFIERS- *Theory Practice Relationship

Prepared as part of a series applying recent research in oral and written communication instruction to classroom practice, this booklet provides teachers, administrators, and curriculum planners with suggestions for ways to develop more effective oral communication instruction in the content areas as well as speech classes. Following a brief introduction, the first major section of the booklet examines some basic assumptions about oral communication and speech instruction and reviews several premises for direct oral communication instruction. The second section presents six approaches that might be used in developing oral communication instruction: (1) functional, (2) audience, (3) skills, (4) activities, (5) contexts, and (6) models. The remaining sections discuss each approach in detail and provide activities illustrating each. (FL)

ED 233 417 CS 504 345

Putnam, Linda L.; Bullis, Connie
Order and Mystery in Negotiation Groups.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Arbitration; Boards of Education; *Collective Bargaining; Communication (Thought Transfer); *Communication Research; Game Theory; Group Dynamics; Group Structure; *Intergroup Relations; Negotiation Agreements; *Organizational Communication; Problem Solving; Public School Teachers; Vertical Organization
IDENTIFIERS- *Burke (Kenneth)

A preliminary study investigating the perceptions of intergroup relations in the bargaining process supports Kenneth Burke's concepts of order and mystery. Questionnaires, interviews, and direct observations of teachers' and school boards' teams involved in contract negotiations show that people closest to the bargaining saw more order in the process than did those further away. Teachers with previous experience in negotiating, for example, were more aware of the complexity and multiple levels involved in reaching a settlement. They differentiated between their role and the greater control exerted by team leaders and professional negotiators. Experienced teachers, unlike inexperienced ones, also saw their own operations as more mysterious than the school board's. An apparent contradiction of Burke's idea that those closest to the process see it as less mysterious, this finding might reflect the experienced teachers' greater awareness of the secret meetings conducted by their own team leaders. While earlier research focused on the dyadic relationship in bargaining, this study suggests that intragroup and intergroup relations have a significant effect on reaching a settlement. (MM)

ED 233 493 EA 016 060

Annual State of the Art Report on Instructional Materials: Reading Textbook Programs. 1982-83 School Year.

Educational Products Information Exchange Inst., Stony Brook, N.Y.

PUB DATE- 83
AVAILABLE FROM- Publications, Educational Products Information Exchange Institute, Box 839, Water Mill, NY 11976 ($20.00; quantity discounts).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Basal Reading; Elementary Education; Phonics; Reading Comprehension; Reading Instruction; *Reading Material Selection; *Reading Programs; Reading Research; Reading Skills; State of the Art Reviews; *Textbook Evaluation; Textbook Research; Textbooks; *Textbook Selection

A guide for teachers selecting reading textbooks, this report brings together information about basal programs on the market and clarification of important issues in reading instruction. A general analysis of 20 basal programs includes a prose explication and a table comparing contents (skills), reading selections, methodology, assessment tests, and special features of programs. Major trends in reading research and development over the last 30 years are summarized in a historical overview. Two chapters discuss ongoing debates in phonics and comprehension teaching; implications for basal program selection are drawn from the argument between indirect (or synthetic) teaching and analytic teaching of phonics, and the approaches of six programs are compared. In the following chapter, teachers' editions of six representative programs are examined in light of Dolores Durkin's research on teaching reading comprehension skills. The next chapter outlines different positions on fundamental issues in reading instruction and offers a self-test to help selectors of texts to clarify their own positions. The final chapter incorporates a reading needs analysis checklist to enable schools to translate local needs into text selection requirements. (MJL)

ED 233 151 CE 036 610

Burrow, Jim; Ditzenberger, Roger
Evaluating On-the-Job Training. Module Number 9. Work Experience Program Modules. Coordination Techniques Series.
Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.; Northern Iowa Univ., Cedar Falls. Dept. of Business Education and Administrative Management.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Cooperative Education; Evaluation Criteria; *Evaluation Methods; Guidelines; *Interviews; Learning Activities; *On the Job Training; Pretests Posttests; Records (Forms); Secondary Education; *Student Evaluation; *Teacher Education; Vocational Education; *Work Experience Programs

This self-instructional module, the ninth in a series of 16 on techniques for coordinating work experience programs, deals with evaluating on-the-job training. Addressed in the module are the purpose of and procedures for evaluating students' on-the-job training and procedures for conducting evaluation interviews to discuss students' on-the-job training. The module contains a series of pretests and learning activities, a guide sheet for a videotape presentation of student evaluation, a posttest, answers to the pretests and posttest, and a list of additional resources. Also provided are sample forms for use in evaluating student performance in a variety of cooperative vocational education programs. A guide for planning an on-the-job training evaluation interview for vocational students is appended to the module. (MN)

ED 233 338 CS 207 479

Shadiow, Linda

Before "English Journal" There was "English Journalism": A Study of Methods of Teaching English Presented in Educational Periodicals from 1886 to 1917.

PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Content Analysis; *Curriculum Development; *Educational History; Educational Trends; *English Curriculum; *English Instruction; *English Teacher Education; *Scholarly Journals; Secondary Education; Teaching Methods

Content analysis of two classes of professional periodicals that appeared between 1886 and 1917 provides a comprehensive picture of the evolution of teaching methods in English. Designed specifically to aid the classroom teacher, device journals presented teaching methods or actual lessons with few explanations of the theories underlying practice. Devoted to the study of larger educational issues, general journals offered a detailed picture of both the confusion and the controversies involved in the emergence of English as a major subject in secondary education. These journals explained or debated, rather than simply presented, classroom practices. Although the purposes and content of these two types of journals differed, both addressed the needs of secondary schools' developing English curriculum. (MM)

ED 233 525 EC 160 048

Mossenson, David
Legitimizing Provision for Gifted Children: An Australian

Perspective. Discussion Paper No. 12.
Western Australia Education Dept., Perth.
PUB DATE- Oct 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Academically Gifted; Educational Methods; *Educational Policy; Elementary Secondary Education; *Foreign Countries; *Trend Analysis
IDENTIFIERS- *Australia

The paper reviews the history and considers future aspects of providing education to intellectually gifted children in Australia. The period of 1960-1975 is seen as one of limited interest in gifted education, while the years 1976-80 are classified as times of greater experimentation on a state by state basis. The third and current phase is considered in terms of its political and economic context. Conditions indicating the legitimation of special provisions for gifted students are listed (including implementation through all levels of schooling and open evaluation as a routine part of practice). Among change strategies cited are efforts to relax rigid school structures and joint advocacy with proponents of the disadvantaged, the less able, and other groups. Implications for federal and state education policy are addressed. (CL)

ED 233 463 EA 015 912

Homework Policies of San Mateo County School Districts.

San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Administrator Responsibility; *Board of Education Policy; Educational Objectives; Educational Policy; Elementary Education; Guidelines; *Homework; Junior High Schools; Parent Responsibility; School Districts; Student Responsibility; Teacher Responsibility

IDENTIFIERS- *California (San Mateo County); PF Project

Homework policy statements from six elementary school districts in San Mateo County, California (Menlo Park City, Millbrae, San Bruno, Portola Valley, San Carlos, and Redwood City) covering kindergarten through grade 8 are presented. Responsibilities of the principal, the teachers, the students, and the parents are indicated; and time limits, amounts of homework, and types of homework for the various grade levels are suggested. Each policy states objectives for assigning homework. (EM)

ED 233 560 EC 165 105

Gilliam, James E.; Smith, Burt Kruger
A Conversation with James E. Gilliam on Autism.
Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 83
AVAILABLE FROM- Hogg Foundation for Mental Health, Box 7998, Austin, TX 78712 ($0.12 ea.; 100 copies, $0.10 ea.).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Adjustment (to Environment); *Autism; Behavior Problems; Coping; *Developmental Disabilities; Etiology; *Family Influence; *Interpersonal Relationship; Mainstreaming; Normalization (Handicapped); Parent Influence; Social Services; Social Support Groups
IDENTIFIERS- National Society for Autistic Children; PF Project

James E. Gilliam is the author of a book entitled "Autism," published in 1981 by Charles C. Thomas Company. This brochure records an interview with Mr. Gilliam conducted by Burt Smith and later converted to narrative form for publication by Charlene Warren. Adapted from a series of radio broadcasts entitled "The Human Condition," the brochure is primarily concerned with the developmental characteristics and family relationships of the autistic child. Section 1 provides a description of the varying degrees and manifestations of autism, including a look at specific behaviors and degrees of intelligence exhibited by autistic children. Section 2 addresses the lack of professional agreement and firm data concerning the etiology of this disorder. Section 3 discusses the interrelationships occurring in the family of autistic children and stresses the importance of family support and acceptance to the autistic child's well-being. Section 4 presents long range considerations such as attending public schools, organizing support groups for families with autistic children, and the consistent treatment necessary for the autistic child. Section 5 recommends a firm approach with strong reinforcement for correct responses as an effective technique for the management of autistic children. The final section discusses services available to autistic children and their parents, with special reference made to the National Society for Autistic Children as an excellent source of information. (LH)

ED 233 577 FL 013 877

Gathercole, Virginia C.
The Mass-Count Distinction: Children's Uses of Morpho-Syntactic vs. Semantic Approaches.
Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Jul 83
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Child Language; Children; English; *Language Acquisition; Learning Processes; *Nouns; Semantics; Syntax

Children's acquisition of the mass-count distinction in English was investigated. In order to determine whether children approach the distinction as a morphosyntactic or a semantic distinction, 88 monolingual children aged [illegible] years were asked to judge the acceptability of 32 sentences containing "much" or "many" with 8 types of nominals. The results suggest that a prolonged development of the mass-count distinction in English begins as early as age 3 and may not be completed until after age 9. By age 6 or 7, children may be aware of the correct forms of mass and count nouns when they occur in quantified constructions. There is some indication that by age 8, children may progress to a more semantic understanding of the distinction, in which nominal forms become more flexible in distribution and the mass-count distinction is transferred to the quantifiers modifying those nouns. (RW)

ED 233 593 FL 013 901

Wightman, Margaret
Testing the French Listening Comprehension of Grade 8 English Program Students. Research Report 82-07.
Ottawa Board of Education (Ontario). Research Centre.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *French; Grade 8; *Listening Comprehension; *Listening Comprehension Tests; Listening Skills; Second Language Learning; Second Language Programs
IDENTIFIERS- Ontario (Ottawa)

A French listening comprehension test administered to all grade 8 students taking core French in Ottawa schools is described. The test consists of 55 multiple choice questions which are heard along with preliminary descriptive material on a cassette recording. Part one requires students to hear a sentence and then decide which of four drawings best illustrates its meaning. The second part requires students to listen to a sentence and identify the time of action. Part three tests recognition of French sounds. Part four requires students to listen to a recorded passage and then answer a question with four possible answers. The French comprehension test was administered to 1,209 students in May 1982. Results indicate that most students seem to understand basic French vocabulary and to receive ideas presented in simple and direct sentences. They have difficulty when information is indirect or presented using structures which do not have direct English equivalents. In listening to longer passages, simple sentences were well understood but detailed information or complex sentences were not well understood. Individual scores tended to improve with increased number of years spent in the core program. It is concluded that the test functions well in providing an assessment of listening skills of grade 8 students. (RW)

ED 233 608 FL 014 006

Gordon, Fannetta N.
Foreign Languages for the Gifted and Talented.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.
PUB DATE- 27 Jan 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academically Gifted; Elementary Secondary Education; *Gifted; Interpreters; *Language Aptitude; Language Proficiency; Position Papers; *Second Language Learning
IDENTIFIERS- PF Project

American incompetence in second language skills can be remedied by training academically gifted children as true bilinguals in languages widely used and badly needed for business and political interactions in an increasingly interdependent world. Those identified as gifted, who also exhibit the characteristics of successful second language learners (identified by the Ontario Institute for Studies in Education in 1975), should be encouraged to enroll in second language classes. Their coursework can be accelerated and should include enrichment exercises exploring aspects of the language and culture. Linguistically talented students should be encouraged to begin studying a second foreign language after achieving some proficiency in the first and should be urged to study languages other than the traditional French, Spanish and German. (JW)

ED 233 623 HE 016 010

Whitman, Neal A.; Schwenk, Thomas L.
A Handbook for Group Discussion Leaders: Alternatives to Lecturing Medical Students to Death.
Utah Univ., Salt Lake City. School of Medicine.
PUB DATE- 83
AVAILABLE FROM- Department of Family and Community Medicine, University of Utah School of Medicine, 50 North Medical Drive, Salt Lake City, UT 84132 ($5.00 each for first 20 copies, $3.00 each for next 80 copies).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Case Studies; Course Organization; *Discussion (Teaching Technique); *Evaluation Criteria; Group Discussion; Higher Education; Lecture Method; *Medical Education; Medical School Faculty; Questioning Techniques; Questionnaires; *Student Teacher Relationship; Teacher Attitudes; Teaching Guides

A guide for group discussion leaders that may be useful for medical school teachers is presented. One objective is to help the teacher know when group discussion is appropriate. It is suggested that both the lecture method and group discussion can facilitate cognitive learning but at different levels, and that group discussions are helpful if there are prior attitudes that interfere with cognitive objectives. The following approaches to group discussion are recommended: the learners should share leadership in the discussion process; the teacher should demonstrate an attitude of self-awareness, openness, and tolerance of learners' opinions; and the teacher should maintain a relaxed attitude. A taxonomy including six characteristics is presented, which classifies the discussion as either teacher-centered, group-centered, or learner-centered. Guidelines cover planning the group discussion, including the physical facilities and group size, as well as the following teaching techniques: questioning, brainstorming, and case-based reasoning. Finally, the evaluation of group discussion is covered. An observation tool is appended that includes the following: organization of the subject, teacher traits, session characteristics, session planning, teaching techniques, and session evaluation. (SW)

ED 233 637 HE 016 414

Ellis, Susanne D.
1981-82 Graduate Student Survey. AIP Report.
American Inst. of Physics, New York, N.Y. Manpower Statistics Div.
REPORT NO.- AIP-R-207.15
PUB DATE- May 83
AVAILABLE FROM- American Institute of Physics, 335 East 45 St., New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Astronomy; *Degrees (Academic); Doctoral Degrees; *Employment Opportunities; Enrollment Trends; Foreign Students; *Graduate Students; Higher Education; Masters Degrees; Minority Groups; National Surveys; *Physics; Salaries; Specialization; *Student Characteristics

Results of the 1981-1982 Graduate Student Survey of physics and astronomy graduates in the United States are presented. Information is provided on the educational background, current graduate student status, choice of subfield, and employment prospects where applicable. Highlights include the following: a further increase occurred in the number and proportion of foreign graduate physics students; for physics masters, there were more degree recipients, an improved employment outlook, and the largest annual salary increase for 1982 graduates; and an increase occurred in the proportion of doctorate recipients who accepted tenurable university positions. Information is included on the following student characteristics for the total graduate population and separately for minority group students: sex, citizenship, professional society membership, major of bachelor's degree, type of bachelor's institution, type of graduate institution, full- or part-time attendance, and sources of financial support. Additional tables include: number of advanced graduate physics students specializing in selected experimental or theoretical subfields by years of graduate study completed, and type of employers and work activity of 1981-1982 physics master's degree recipients. (SW)

ED 233 651 HE 016 480

Groff, Warren H.
Strategic Planning and Management for the "Third Wave" Society. Strategic Report.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Career Planning; *Change Strategies; Education Work Relationship; *Futures (of Society); Higher Education; Information Needs; *Long Range Planning; *Needs Assessment; Prediction; Social Change; *Technological Advancement
IDENTIFIERS- *Strategic Planning

The value of strategic planning for educational, business, governmental, and family institutions to make them more responsive to society and to insure their viability is addressed. The transition from an agricultural to an industrial society and then to a technological one can be described in terms of its impact on individuals, institutions, and society itself. Strategic planning and management matches results of an assessment of an external environment with the results of auditing internal strengths and weaknesses. In the case of large institutions, strategic planning and management requires the capability to collect and analyze a broad range of demographic, social, economic, and political data in order to develop a most likely scenario of their future. The process should assist institutions to capitalize on strengths, minimize weaknesses, take advantage of opportunities, and eliminate or reduce threats. It helps individuals understand their stage of development and formulate professional and personal goals in relation to an image of the future. As the technical, information society evolves, it is essential that institutions analyze the work culture and develop plans for intellectual capital formation. (SW)

ED 233 666 HE 016 547

Hottinger, Gerald W.
Higher Education Financial Statistics, 1981-82.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.
PUB DATE- 83
AVAILABLE FROM- Pennsylvania Department of Education, 333 Market Street, P.O. Box 911, Harrisburg, PA 17108.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Church Related Colleges; Community Colleges; Donors; *Educational Finance; Endowment Funds; *Expenditures; *Financial Support; *Higher Education; Income; *Operating Expenses; Private Colleges; *Resource Allocation; State Colleges; Technical Institutes
IDENTIFIERS- *Pennsylvania

Statistical data on Pennsylvania higher education finance for 1981-1982 are presented. Tables provide the following information: current-funds revenues by institutional control, 1972-1973 through 1981-1982; percent of current-funds revenues by source, 1972-1973 through 1981-1982; current-funds expenditures by institutional control, 1972-1973 through 1981-1982; percent of current-funds expenditures by function, 1972-1973 through 1981-1982; current-funds expenditures per full-time equivalent enrollment as compared to the Consumer Price Index, 1972-1973 through 1981-1982; total current-funds revenues by source, 1978-1979 through 1981-1982; total current-funds expenditures by function, 1978-1979 through 1981-1982; physical plant fixed assets with beginning and ending values, additions and deductions, and current replacement value by type of asset by institutional category, 1981-1982; indebtedness on physical plant for fiscal year ending 1982 by institutional category; statement of changes in endowment funds by book and market value and institutional category for fiscal year ending 1982; and statement of changes of fund balances for fiscal year ending 1982 by type of fund by institutional category. (SW)

ED 233 680 IR 010 770

Patrick, J.
Computer Based Training - A Report of a NATO Study Visit to America.
A.P. Report 91.
Aston Univ., Birmingham (England).
SPONS. AGENCY- North Atlantic Treaty Organization, Brussels (Belgium). Scientific Affairs Div.
PUB DATE- Jan 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Managed Instruction; Flight Training; Foreign Countries; *Industrial Training; Instructional Development; *Job Training; *Military Training; Program Descriptions; Remedial Instruction; *Research Projects
IDENTIFIERS- Canada; Fault Diagnosis; PLATO; United States

This report describes some of the research projects encountered on a 1979 study visit which investigated the nature and availability of computer-based training (CBT) systems in the United States and Canada, particularly within industrial, occupational and military contexts. An overview of the trip itinerary includes the names of the organizations visited, their addresses and telephone numbers, the names of research workers encountered, and the dates of the visits. References to published information on each project are also provided. Projects described include those of: the National Research Council of Canada; Bolt, Beranek & Newman; Dr. R. B. Miller; HUMRRO (the Human Resources Research Organization); the Army Research Institute; the Naval Training Equipment Center; the Training Analysis and Evaluation Group (TAEG) of the Department of the Navy; the University of Illinois's Computer Based Education Laboratory, Coordinated Science Laboratory, Aviation Institute, and Psychology Department; the Naval Personnel Research and Development Center (NPRDC); and the Behavioral Technology Laboratory of the University of Southern California. A final section presents some general conclusions concerning computer-based training. (ESR)

ED 233 695 IR 010 785

Della-Piana, Gabriel; Della-Piana, Connie Kubo

Making Courseware Transparent: Beyond Initial Screening. Research on Evaluation Program Paper and Report Series No. 76.

Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Check Lists; *Computer Assisted Instruction; *Computer Managed Instruction; *Computer Programs; Flow Charts; Guidelines; Instructional Materials; *Microcomputers; *Program Descriptions
IDENTIFIERS- *Courseware Evaluation

This report describes a collection of procedures, with illustrative examples, for selecting and portraying microcomputer courseware in a manner that enables others to make their own judgments of courseware quality. Following a discussion of perspective and a report outline, section 3 deals with assumptions underlying the search to identify specific aspects of courseware form to illuminate. A fourth section describes the data sets selected as most relevant for the portrayal of courseware structure, and a rationale for the purpose of courseware structure portrayal and for specific portrayal content is provided in section 5. The sixth section presents three illustrative portrayal strategies for courseware criticism, including a mastery model analysis comparative table; a narrative of student courseware use with a flow chart of inferred courseware structure; and brief summary flow charts of two student paths and a simplified, inferred, author-designed path. Section 7 outlines a proposal for testing the effects of different kinds of portrayal, while section 8 presents an example of the use of an open-ended evaluation check list for conducting microcomputer courseware criticism. Appendices provide guidelines for structured observation of student paths through microcomputer courseware and a copy of the evaluation checklist with instructions included. A 15-item bibliography concludes the report.

ED 233 709 IR 010 800

Hanssen, Andrew; And Others
Development Communication Report No. 42, June 1983.
Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Basic Education; Community Development; Design Requirements; *Developing Nations; *Educational Radio; Educational Television; *Health Education; *Instructional Materials; Literacy Education; Material Development; Production Techniques; *Puppetry; *Rural Development
IDENTIFIERS- Botswana; Dominican Republic; Ecuador; Ethiopia; India; Kenya

In addition to the lead article by Andrew Hanssen, Steven Kozlow, and Anne Olson, this publication contains the following articles related to communications in developing nations: (1) "World Communications Year, 1983"; (2) "Field Research in Botswana Leads to More Relevant Media Production," by Chris Garforth; (3) "Kenya Explores New Ways of Producing Literacy Materials for Basic Education," by Muriithi Kinyua; (4) "Changing Health Behaviors in the Hospital Setting," by Bette Booth; (5) "Rural Development through Puppetry," by Bunker Roy; (6) "Information Resources; Places to Contact, Publications to Order," by Judy Brace; (7) "Radio Formats Offer Choices," by Esta de Fossard; (8) "Community Radio in Ecuador Meeting People's Needs," by Kurt Hein; and (9) "Housing Finance Software Package." In addition, two columns discuss current resource materials: "A Communicators Checklist" offers book reviews by Joan Dassin, Maurice Imhoof, and Michael Laflin, and Barb Minor reviews five ERIC listings in "On File at ERIC." (LMM)

ED 233 725 IR 050 364

Mood, Terry Ann
Library Resources for the Foreign Born College Student.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Academic Libraries; Annotated Bibliographies; *College Students; *Foreign Countries; Higher Education; *Immigrants; Postsecondary Education; *Reference Materials; Student Adjustment
IDENTIFIERS- *Africa; *Asia; Middle East

A brief essay on the difficulties faced by college students who have recently emigrated to the United States, introduces a suggested annotated list of general reference books and works on Africa, Asia, and the Middle East which college libraries can provide for the use of immigrant students. It is noted that immigration to the United States has been increasing, particularly from the Asian and African countries, and that immigrant students must deal with language problems and also must adjust to new educational methods and different types of library service. The list of library sources for students of foreign origin includes general encyclopedias, sources of international statistics, biographical dictionaries, sources of international business information, news directories, and periodical indexes covering international affairs. Also listed are encyclopedias, handbooks, yearbooks, dictionaries, atlases, sources of statistics, biographical sources, news summaries, bibliographies, and periodical indexes specific to Africa, Asia, and the Middle East. A total of 108 reference books are included. (ESR)

ED 233 739 IR 050 392

Whitford, Ellen V.; Hornberger, Timothy R.
Basic Skills in the College Library: People, Books, and Machines.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Check Lists; College Freshmen; College Libraries; Higher Education; *Information Seeking; Librarians; Library Equipment; *Library Instruction; Library Materials; *Library Skills; Questioning Techniques; Reference Materials
IDENTIFIERS- Library Users; *Trenton State College NJ

This paper describes the development and implementation of a library instruction unit for use in a basic reading and study skills course for freshmen at Trenton State College in New Jersey. A brief discussion of reasons for the lack of library skills among these students is followed by a list of course objectives. It is noted that at the completion of the library instruction program, students would: (1) be able to understand and follow basic library procedures for using the card catalog, locating a book by call number, and checking out books; (2) have become acquainted with library staff members and understand when and how to ask questions; (3) be able to understand the purpose and organization of 30 basic reference sources; and (4) be able to operate library copy machines and microfilm viewers and printers. The procedures used to accomplish each objective are described, with sample check lists provided which cover methods for obtaining information from a librarian and methods for evaluating reference sources. The basic reference materials included in the library instruction unit are also noted. The paper concludes with a list of three references. (ESR)

ED 233 753 JC 830 299

Ryan, Gordon Jeremiah
The Direct Economic Impact of Brookdale Community College.
Brookdale Community Coll., Lincroft, NJ. Office of Research and Development.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Community Benefits; Community Colleges; Economic Research; *Educational Economics; Expenditures; Financial Support; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Economic Impact; New Jersey (Monmouth County)

Economic impact studies are of substantial value to administrators and faculty at community colleges because they provide tangible and reliable information on the measurable economic returns to be expected from the dollars invested in community colleges, and, therefore, can assist an institution to improve its position with its funding sources. An economic impact study was conducted by Brookdale Community College (BCC) to gather information that would assist the college in obtaining more appropriations from the Monmouth County Board of Freeholders. The formula used to determine the college's impact on the community involved totalling in-county expenditures by the college, its employees, and its students, and then multiplying the total by 2 to obtain an estimate of the indirect impact of each dollar spent. Results of the study showed the in-county expenditures of the college to be $4.0 million, employee expenditures to be $3.9 million, and student expenditures to be $27.6 million. The total estimated economic impact of the college upon the local community was $71.2 million after the multiplier effect was taken into account. Appendices include charts detailing the multiplier effect as it applied to Monmouth County, a chart showing each dollar amount calculated during the project and how those figures were derived, and calculation variables used in the study. (HB)

ED 233 767 JC 830 409

Shabat, Oscar E.
Highlights of Years of Growth, 1966-1983.
Chicago City Colleges, Ill.
PUB DATE- 26 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUC TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Affirmative Action; College Faculty; College Programs; *Community Colleges; Educational Facilities; Educational Finance; *Educational Trends; *Institutional Characteristics; *Multicampus Districts; *Organizational Change; Two Year Colleges; Two Year College Students
IDENTIFIERS- *City Colleges of Chicago IL

Reviewing the period from 1966 to 1983 (the author's tenure as the first Chancellor), major changes and accomplishments at the City Colleges of Chicago (CCC). Following introductory remarks on the colleges' history and commitment to an open door philosophy, information on CCC students is provided, including figures on enrollment growth, student characteristics, and population composition changes, and a list of the special student groups served (e.g., handicapped, refugees, prisoners, and senior citizens). CCC's programs are examined next, with focus on new courses, associate degree and certificate programs offered, student achievements, instructional enhancement efforts to improve retention and achievement, the Chicago Urban Skills Institute, adult/continuing education, and community services. After a section detailing the numbers, qualifications, and professional growth of CCC's faculty, information on administrative changes and costs and administrators' background and responsibilities is provided. A summary of affirmative action gains in with respect to staff, faculty, and administrators is followed by an overview of the new and existing facilities of the colleges. Information on CCC finances is presented next, with focus on the balanced budget; changes in budgeted resources, sources of revenue, and types of expenditures; tuition; student financial aid; and grants. Finally, quotes from educational leaders regarding the CCC conclude the report. (LL)

ED 233 781 PS 013 191

Klaus, Marshall H., Ed.; And Others
Maternal Attachment and Mothering Disorders. Pediatric Round Table: 1. Second Edition.
Johnson & Johnson Baby Products Co., Skillman, NJ.
REPORT NO.- ISBN-0-931562-04-X
PUB DATE- 82
AVAILABLE FROM- Johnson & Johnson Baby Products Company, Professional Relations Department, Grandview Road, Skillman, NJ 08558 (Paper, $6.00, plus $1.00 shipping. Entire set of 9 booklets, $45.00, plus $3.00 shipping).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTIONS- Animal Behavior; *Attachment Behavior; *Behavior Problems; Birth; Child Abuse; Child Neglect; Fathers; Hospitals; Institutional Characteristics; Interpersonal Communication; Intervention; *Mothers; *Parent Child Relationship; Perinatal Influences; Play; *Premature Infants
IDENTIFIERS- Acquainting Process; Failure to Thrive Infants; Reciprocity (Communication)

The process by which parents become attached to their infants was the focus of a roundtable discussion. Participating were students of the attachment process in various animal species, as well as clinicians and researchers, from various disciplines, engaged in studying the development of attachment in parents of normal infants, parents of premature or sick infants, and parents of battered or failure-to-thrive infants. The discussion is reported in three parts. First examined are disorders of attachment, featuring problems of failure-to-thrive and child abuse/neglect as they affect infants and their parents; attention is given to disruptive mechanisms resulting in abnormalities. Delineated in the second part are aspects of the process of attachment; parallels in behavior patterns of humans and animals are reviewed, and parent/child interaction as a developmental force is discussed. The role of the father is additionally described, with emphasis given to the ways the father can play a very useful part by interacting with infant and mother. Stressing various parent-visiting practices prevalent in intensive care nurseries in the United States, the discussion in the third part explores problems of attachment. It is emphasized that mothers of premature infants should be permitted to have early physical contact with their infants in order to establish early mother/infant bonding. (RH)

ED 233 795 PS 013 737

Rice, Margaret; Doyle, Patrick
Neighborhood Centre Project, Hull, September 1982 - October 1983.
Humberside Coll. of Higher Education, Hull (England).
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Community Centers; Early Childhood Education; Foreign Countries; *Intervention; *Parent Participation; Program Descriptions; *Program Development; *Urban Improvement; *Young Children
IDENTIFIERS- Bernard Van Leer Foundation (Netherlands); England

Brief reports provided in this paper document aspects of a neighborhood-center project in Hull, England. The project was aimed primarily at facilitating parent/community involvement in the education of very young children through the establishment of parent activity groups. Beginning with activity groups such as mother/toddler clubs, a community toy library, and a parents' support group, the project expanded to assess differences in developing parent/child activities within the purview of local education authorities and social services agencies. An urban studies group was formed to identify problems of and resources for teachers and to support the project's staff. Specifically, the first report lists the goals of the project and provides additional background information concerning support personnel and organizations. The second report contains the proposed budget for the project and indicates how a grant from the Van Leer Foundation would be spent. The third report briefly outlines the project's development plan and points out the locus and scope of activities from 1980 through 1983. The fourth report provides a brief description of the urban studies group and a summary of initiatives taken. Related materials are appended. (RH)

ED 233 811 PS 013 812

Berchuck, Irving; Tauss, Vita
Bi-Lingual Education: A Report on a Working Program.
PUB DATE- [illegible]
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Bilingual Education Programs; Bilingual Teacher Aides; Bilingual Teachers; *Community Benefits; *Government Role; Grade 1; Grade 2; Kindergarten; Primary Education; *Program Descriptions; Spanish Speaking
IDENTIFIERS- *Bilingual Education Act Title VII 1968; *New York (Queens)

Community District Number 24 in New York City made successful inroads into meeting the educational needs of children learning English as a second language. Meeting such needs helped to contribute to the stabilization of this large residential area. Initially, the government responded to the needs of these students by providing funds for the establishment of bilingual and bicultural programs in three elementary schools at the primary level. All personnel in the program (teachers, assistant teachers, professional assistants, and resource staff) were bilingual. Native English-speaking and Hispanic children were grouped together in both English and Spanish classes. Spanish-speaking students were selected on the basis of performance on a rating scale. The curriculum consisted of reading, mathematics, and language instruction, with provisions also being made for the bilingual teaching of social studies, art, and science. With the aid of a strong curriculum, adequate staff, and community support, the bilingual program was evaluated as being successful on the basis of two major outcomes: (1) the rapid development of bilingual fluency in both the English- and Spanish-speaking groups and (2) the elimination of difficulties for non-English-speaking pupils, traditionally handicapped by a severe retardation in school achievement during the period of transition to the mastery of English. (BJD)

ED 233 826 RC 013 914

American Indian Issues in Higher Education. Contemporary American Indian Issues Series, No. 3.
California Univ., Los Angeles. American Indian Studies Center.
REPORT NO.- ISBN-0-935626-04-2.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Proceedings (021)
DESCRIPTIONS- Adjustment (to Environment); Administrator Education; Alcoholism; *American Indian Education; American Indian History; American Indians; *American Indian Studies; College Students; Colonialism; Counselor Client Relationship; Cultural Background; Cultural Influences; Curriculum Research; Educational History; Federal Indian Relationship; *Higher Education; Humanistic Education; Intercultural Communication; Leadership Training; *Program Attitudes; *Program Effectiveness; Tribes
IDENTIFIERS- Bureau of Indian Affairs; California; University of North Dakota

A collection of 17 articles on American Indian issues in higher education contains Russell Thornton's introduction, "American Indian Studies as an Academic Discipline: A Revisit," plus five major sections. "Purpose of American Indian Studies" covers relevancy of Indian Studies in higher education (Duchene); an alternative model for Native American Studies programs (Churchill); role of university Native American Studies programs in facilitating tribal education and economic development (Peregoy); history/structure/organization of University of North Dakota's Indian Studies Department (Eder). "Native Americans in Higher Education" discusses rationale and retention in relation to the section topic (Otis); graduate training requirements for American Indian educational administrators (Noley); a case study of American Indian education and confluent education (Bindel); Bureau of Indian Affairs higher education program in southern California (Rinnander). Adjustment programs for American Indian college students (Brown) and heritage consistency continuum in counseling Native American students (Zitzow, Estes) comprise "The Indian College Student." "Curriculum Research" addresses curriculum research for American Indian education: alcohol and American Indians (Bill); colonialism in writing American Indian history (Ortiz); methodology in Cherokee tribal history (Holm); Native American literatures (Lincoln). American Indian Studies and the future (Rouillard) and intercultural communication as an academic haven for Native American Studies (Lujan, Hill) are discussed in the final section. (MH)

ED 233 841 RC 014 270

McBeath, Gerald A.; And Others
Rural Teachers and Community Schools in Alaska.
Alaska Univ., Fairbanks. Inst. of Social and Economic Research.
SPONS. AGENCY- Alaska State Dept. of Education, Juneau.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 83
GRANT- NIE-G-80-0147
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Activities; Administrators; Community Schools; *Educational Environment; Elementary Secondary Education; Expectation; *Governance; Rural Education; *Rural Schools; Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Characteristics
IDENTIFIERS- *Alaska; *Teacher Community Relationship

Over 300 randomly selected teachers in rural Alaskan schools responded to a mail survey including questions regarding their background, community relationships, school social climate, roles in school governance, and evaluations of school conditions. Their average age was 33. Over half were women and 91% were Caucasian, markedly contrasting the communities they served. They averaged 7 years' teaching experience, mostly outside Alaska in non-rural areas. They averaged 30 hours/week in classroom instruction, 10 hours in planning, 4 in staff supervision, and 1 in parent meetings. Teacher-parent social contact was much more frequent. The teachers, 50% of whom had close community ties, participated in church, sports, arts, crafts, hunting, and social activities. Still, over half left Alaska in summer. Teachers expected their students to perform well, complete high school, but not continue to college, although they felt positive about their school's potential to provide excellent education. Teachers noted their active role in selecting textbooks and proposing new courses, but felt that supervisors and principals had greater influence. Eighty percent felt they were successful and felt satisfied with many aspects of their work. Many, however, expressed dissatisfaction with district operations and with the effectiveness of school administrators. (SB)

ED 233 856 RC 014 287

Carnicom, Gene E.
Flying High With Civil Air Patrol: The Sierra Blanca Civil Air Patrol Squadron.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- American Indian Education; Cultural Differences; Cultural Influences; Financial Support; *Leadership Training; *Organizational Objectives; Outdoor Activities; *Reservation American Indians; *Skill Development; Whites; *Youth Programs
IDENTIFIERS- *Civil Air Patrol; *Mescalero Apache (Tribe)

The Sierra Blanca Civil Air Patrol (CAP) Cadet Squadron from Mescalero, New Mexico, is a program funded by the tribe and the state of New Mexico for Mescalero Apache youth. The national CAP Cadet Program promotes moral leadership, aerospace education, leadership, and physical fitness; Mescalero cadets have learned self-confidence and leadership skills from participation in the program. Although many Mescalero cadets were initially shy and embarrassed when they excelled in activities, had to do public speaking, or were placed in leadership positions, some have overcome their shyness and assumed positions of responsibility in the Squadron. Other problems have been: occasional cultural conflicts between some Mescalero cadets and some white cadets from Ruidoso, where Squadron meetings take place; problematic attendance at meetings and special training events; lack of parental involvement; and peer pressure. The CAP offers alternatives to drug or alcohol abuse and encourages school attendance. Since the Sierra Blanca Squadron has no aircraft, it emphasizes emergency medical services, radio communications, and ground search and rescue activities, which are useful because the mountainous terrain and high altitude results in a high accident rate among civilian pilots. The history of the national CAP, its requirements, and its mission are also described. (MH)

ED 233 870 RC 014 308

Greider, Thomas; Krannich, Richard S.
Perceived Well-Being and Personal Stress in an Energy Boom Town: Contrasts and Similarities Across Divergent Groups.
Utah State Univ., Logan. Dept. of Sociology.
SPONS. AGENCY- Utah State Univ., Logan. Agricultural Experiment Station.; Western Rural Development Center, Corvallis, Oreg.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adjustment (to Environment); Community Attitudes; Community Change; Community Characteristics; *Community Satisfaction; Employee Attitudes; Negative Attitudes; Population Growth; *Quality of Life; Residential Patterns; Rural Development; Rural Population; *Social Attitudes; Social Integration; *Stress Variables; *Well Being
IDENTIFIERS- *Boomtowns; Energy Development; Impact; Impact Studies; Length of Residence; Small Towns; Utah; Wyoming

Perceived well-being and personal stress indicators among various subpopulations in two small western towns (one stable, one affected by an energy development boom) are examined to assess the notion that residents of energy boom communities experience generalized social pathology and disruption. A 2-stage data collection process used hand-delivered, self-completed, hand-collected questionnaires from a random sample of 95 houses and 98 mobile homes in Evanston, Wyoming (boom town) and 100 households in Tremonton, Utah (stable community). Questionnaires to 640 energy industry workers in contractor-operated workcamps had a low response rate (11.4%), but provided some indicators of attitudes/perceptions. Respondents were divided into mobile home households (largely newcomers), household units with more than five years residence (oldtimers) and less than five years residence (newcomers), and workcamp residents. Results indicated that although important variations in concern for personal safety, feeling at home, and satisfaction with friendships and spare-time activities occurred between these subpopulations, personal stress indicators illustrated minimal differences between boom town and stable community populations, suggesting that boom town residents appeared to cope fairly well and consequently tended not to exhibit atypical levels of stress. (MH)

ED 233 884 SE 042 791

Slinger, Lucille A.; And Others

Studying Light in the Fifth Grade: A Case Study of Text-Based Science Teaching. Research Series No. 129.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- May 83
CONTRACT- 400-81-0014
GRANT- SED-8020022
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; Concept Formation; Concept Teaching; Discussion (Teaching Technique); *Elementary School Science; *Grade 5; Intermediate Grades; *Light; *Questioning Techniques; Science Education; *Science Instruction; Teaching Guides; Teaching Methods; Textbooks
IDENTIFIERS- *Misconceptions; Science Education Research

This study documents text-based science instruction as it actually occurred in the classroom of a fifth-grade teacher teaching the unit on light found in "Exploring Science" by M.K. Blecha, P.C. Gega, and M. Green (1979, Laidlaw Brothers). The study, focusing on the nature of and reasons for the teacher's successes and failures, examined the planning process, actual instruction, students' learning and the textbook used. Although many excellent teaching practices were observed (such as providing hands-on experiences and integrating science with other areas), only one-third of the students understood certain basic ideas about light/seeing at the end of the unit. Two serious problems related to their lack of understanding were identified. First, the textbook did not describe how we see in a way adequate to alter the ideas of children strongly committed to their misconceptions. In addition, the teacher's guide did not prepare the teacher for the existence of those misconceptions or suggest a strategy adequate for dealing with them. The second problem concerned the teacher's questioning techniques. Correct answers were sought and incorrect answers were not used to diagnose students' misconceptions. It is indicated that both of these problems can be solved and teachers can be helped to understand students' misconceptions and change them successfully. (JN)

ED 233 898　　　　　　　　　　　　　　SE 042 809

Ames Energy: A Consumer's Guide to Energy Conservation.
Women's Support Network, Inc., Santa Rosa, CA.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; Books; Conservation Education; Consumer Education; Energy; *Energy Conservation; *Fuels; *Heating; *Information Sources; Pamphlets; Resource Materials; *Solar Energy; *Wind Energy
IDENTIFIERS- *Insulation

Presented is an annotated bibliography of energy-related materials for the consumer. Materials (which include books, videotape recordings, magazines, pamphlets, and other media) are arranged by subject area. These area include: (1) earth sheltered buildings; (2) fuels; (3) general (including general energy conservation and insulation); (4) heat (including coal/gas stoves and ventilation); (5) solar energy (focusing on windows, panels, and greenhouses); (6) special (presenting materials for city planners, reference materials, and miscellaneous items); and (7) wind power. A separate listing of pamphlets, magazines, and video titles is also provided under the heading Resources on Energy. Citations (other than those appearing in the pamphlet/magazine lists in the Resources on Energy section) include call number, author, title, publisher, date of publication, number of pages, and an annotation which identifies what is unique or special about the item. (JN)

ED 233 913 SE 043 150

Educating Americans for the 21st Century: A Plan of Action for Improving Mathematics, Science and Technology Education for All American Elementary and Secondary Students So That Their Achievement Is the Best in the World by 1995. A Report to the American People and the National Science Board.

National Science Foundation, Washington, DC. National Science Board Commission on Precollege Education in Mathematics, Science and Technology.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Curriculum Development; *Educational Improvement; *Educational Objectives; *Educational Quality; Elementary Secondary Education; Financial Support; Graduation Requirements; *Instructional Improvement; *Mathematics Education; Mathematics Instruction; *Science Education; Science Instruction; Student Motivation; Student Participation; Teacher Education; Teaching Methods; *Technology
IDENTIFIERS- *Computer Uses in Education; Informal Education

Presented is a detailed plan of action directed toward the Nation's achieving world educational leadership (as measured by student achievement, participation levels, and other non-subjective criteria) in mathematics, science, and technology in elementary/secondary schools by the year 1995. Sweeping and drastic changes are proposed in the breadth of student participation, methods and quality of teaching, student preparation/motivation, course content, and achievement standards. These changes will be accomplished by: building a strong and lasting national commitment to quality mathematics, science, and technology education for all students; providing earlier/increased exposure to these fields; providing a system for measuring student achievement/participation; retraining current teachers, retaining excellent teachers, and attracting new teachers of the highest quality and commitment; improving the quality/usefulness of courses taught; establishing exemplary programs; utilizing available resources, including new information technologies and informal education; and establishing a procedure to determine costs of required improvements and how to pay for them. Each of these areas is discussed in this report. In addition, the following information is provided in appendices (exhibits): brief descriptions of program/activities reviewed during the preparation of the report, suggested course topics and criteria for their selection, costs of recommended federal initiatives, imaginative ways to enhance teacher compensation, and computer uses in schools. (JN)

Little, Judith Warren; Haley, Frances
Implementing Effective LRE Programs. ERIC Fact Sheet No. 8.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Community Resources; *Delinquency Prevention; *Educational Principles; Elementary Secondary Education; Group Discussion; *Instructional Design; Interpersonal Communication; Laws; *Legal Education; Peer Groups; Program Effectiveness; *Teaching Methods
IDENTIFIERS- Fact Sheets; PF Project

The importance of following prescribed principles in the implementation of an effective law-related education (LRE) program is emphasized. Based on research findings that law-related education is a delinquency-prevention technique, the fact sheet lists six prescriptions for providing effective law-related education programs: (1) the use of teaching strategies that foster true interaction and joint work among students; (2) the judicious selection and presentation of illustrative case materials; (3) the provision of a sufficient quantity of instruction; (4) adequate preparation and use of outside resource persons; (5) professional peer support for teachers; and (6) active involvement of building administrators in law-related education. The document concludes that while research may reveal other factors to be important, these six factors are critical in enabling teachers to provide LRE programs that are effective for delinquency-prevention. (LH)

ED 233 943 SO 014 943

Hueston, Stephen P.
Feudal Nexus.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Class Activities; *Educational Games; European History; Higher Education; High Schools; History Instruction; *Medieval History; Models; *Social Structure
IDENTIFIERS- Feudal Nexus (Game)

Directions for a game which models the feudal system of 11th century Europe are presented for high school and college history courses. The game demonstrates the medieval dependency of social structure on land holdings and vassal obligations. It also permits the expression of personal ambition, with results dependent on the loyalty and permissiveness of others in society. The importance of the "upward" responsibility of the vassal and the necessity of the lord's fulfilling his "downward" responsibility are demonstrated. The game requires 20 time periods and involves 36 players: 4 viscounts with 8 barons each. Definitions of terms used during the medieval period, the dependency status of players, and procedures for playing are outlined. The major direction the game can take is either toward greater unity or toward disintegration. (KC)

ED 233 957 SO 014 971

Sylwester, Harold J., Ed.
Teaching Global Perspectives: Syllabi and Modules for University Courses.
Central Missouri State Univ., Warrensburg.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Comparative Education; Cultural Awareness; Cultural Influences; Curriculum Guides; Ethnic Studies; Geography Instruction; *Global Approach; Higher Education; Institutes (Training Programs); Multicultural Education; Reading Instruction; Social Influences; *Social Studies; Summer Programs; Teacher Developed Materials; *Teacher Education; Units of Study; Values Education

Written by university professors attending a summer institute, these course syllabi and modules on global perspectives are intended to be integrated into teacher education programs. Following an introductory article, which discusses what is involved in global education, there are 12 syllabi, some of which are accompanied by a sample teaching lesson or module. Course topics include the following: educating toward a global perspective; ethnic and cultural awareness; comparative education; culture and education; social and cultural influences on education; multicultural education for the elementary teacher; reading and the culturally different child; a geographic approach to global perspectives; global habitat; and global comparisons of world civilizations since 1500. The sample teaching lessons treat many topics such as learning about other cultures through literature, sources of prejudice, how folktales are a reflection of culture, and the future on film. Each syllabus contains information concerning the purpose of the course, objectives, and course structure and organization. One-third of the publication consists of a bibliography. (RM)

ED 233 578 FL 013 878

Kameyama, Megumi
Acquiring Clothing Verbs in Japanese.

Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Jul 83
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Child Language; *Japanese; *Language Acquisition; *Verbs; Young Children
IDENTIFIERS- Japan (Tokyo)

The acquisition order of four Japanese verbs for the act of clothing was investigated. Each of the verbs investigated corresponds to the act of clothing different body parts. There are two theories for the prediction of acquisition order: the checklist and the prototype theories of word meaning. According to the checklist view, word meanings consist of sets of conditions for appropriate use, with a clear boundary between appropriate and inappropriate use. Under the prototype view, word meanings are characterized in a more complex way, with less clear boundaries between appropriate and inappropriate uses. Eighteen Japanese-speaking children aged 2-4 years were tested on production and comprehension tasks. The results showed that acquisition order conformed to predictions derived from the prototype view of word meaning. The predictions were based on the mapping complexity of ordinary referent situations. (RW)

ED 233 594 FL 013 902

Wightman, Margaret
French Speaking Skills of Grade 8 English Program Students. Research Report 82-08.
Ottawa Board of Education (Ontario). Research Centre.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Education; Foreign Countries; *French; Grade 6; Grade 8; *Program Evaluation; Second Language Learning; Second Language Programs; *Speech Skills
IDENTIFIERS- Ontario (Ottawa)

The speaking skills of grade 8 students in a core French program in Ottawa were compared with the skills of grade 6 students enrolled in the core program. A total of 337 grade 8 students were given a French speaking test. Two-hundred and nine students had taken the test in grade 6. In general, the grade 8 students seemed prepared to express basic ideas in French using simple, complete sentences. Although they spoke haltingly and made frequent errors, they were willing to try to use French. They had little difficulty in understanding instructions or questions given in French but appeared to lack sufficient experience to speak French easily. The students had a basic vocabulary to draw on for speaking which was much more limited than the vocabulary of words they recognized. The comparison of grade 6 and grade 8 results showed that many speaking skills had improved over the two intermediate grades, most notably in the area of grammatical awareness. It is suggested that students at the end of grade 8 are at a very critical stage in French language development. Students have developed quite good receptive skills and are in the early stages of expressing themselves in French. Continued or increased French language exposure should result in the acquisition of functional French. However, if language practice is not continued, many of the skills will probably be lost. (PW)

ED 233 609 FL 014 009

Siegel, Charlotte
Cultural Factors Affecting Health Care for International Students: The Foreign Student Advisor's Role.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Counselor Client Relationship; *Counselor Role; *Foreign Student Advisers; *Foreign Students; *Health Needs; Health Personnel; Higher Education; Opinion Papers
IDENTIFIERS- PF Project

The effectiveness and quality of health care provided for foreign students in the United States is a concern to many in the field of international education. Because foreign student advisors (FSA) have a cross-cultural perspective as well as a knowledge of the campus health system, they can play an important part in linking foreign students and health care providers. With the help of older foreign students, the FSA can encourage incoming students to participate in developing health services that meet their own needs. As the role of the advisor can be draining, the FSAS need to: (1) perceive themselves as only one component in the network of health care for foreign students; (2) build this network not only to meet the students' needs for health care but also as a support for themselves when emergency consultation or ongoing collaboration is indicated; and (3) obtain support from the professional organization, the National Association for Foreign Student Affairs (NAFSA), which can serve as a clearinghouse for programs, information, and contacts on other campuses in the health area. (EM)

ED 233 638 HE 016 426

Perry, Raymond P.
Educational Seduction: Implications for the Evaluation and Improvement of Teaching. Report #7.
British Columbia Univ., Vancouver. Centre for the Improvement of Teaching and Evaluation.
REPORT NO.- CITE-7
PUB DATE- Jun 81
AVAILABLE FROM- Centre for the Improvement of Teaching and Evaluation, University of British Columbia, Faculty of Education, Vancouver, British Columbia ($2.00 Canadian).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Educational Research; *Evaluation Criteria; *Faculty Evaluation; Higher Education; Instructional Improvement; *Research Design; *Student Evaluation of Teacher Performance; Teacher Behavior; *Teacher Effectiveness; *Teaching Styles

Issues pertaining to the validity of student ratings of teacher effectiveness, research on "educational seduction," and implications of the research for the evaluation and improvement of teaching are reviewed. Criteria that have been used to validate student ratings include student achievement, faculty ratings, self-ratings, research productivity, and teacher's educational background. The concept of educational seduction, also called the "Dr. Fox Effect," comes from the claim that an entertaining, charismatic instructor can receive favorable student ratings, while offering insufficient lecture content. To test this hypothesis, an experimental design is needed involving two independent variables (instructor expressiveness and lecture content) and two dependent variables (student ratings and achievement). Different research approaches are described, including those employed by Williams and Ware and by Perry, Abrami, and Leventhal. William and Ware argue that their research supports educational seduction, and that the effect can be generalized to classrooms in the field setting. Perry, Abrami, and Leventhal claim that the educational seduction effect is not supported by their empirical results. (SW)

ED 233 652 HE 016 481

Cohen, Barry Gerald
An Analysis of Institutional Response and Environmental Constraints with Respect to the Patterns of Institutional Enrollment Decline in American Higher Education. ASHE 1983 Annual Meeting Paper.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Admission Criteria; *Change Strategies; College Programs; *College Role; *Curriculum Development; *Declining Enrollment; *Enrollment Trends; Higher Education; *Institutional Characteristics; School Demography; School Effectiveness; School Holding Power; School Organization; Tuition
IDENTIFIERS- *ASHE Annual Meeting

The effectiveness of strategies employed by colleges and universities to reverse a trend of declining enrollment was studied. A comparison was undertaken of 59 institutions that were successful (S) and 54 institutions that were unsuccessful (U) in reversing enrollment decline. In addition to questionnaire response data, extensive demographic data were collected from the U.S. Bureau of Census. The introduction of new or expanded academic programs was significantly more often employed by the S institutions than by the U institutions. Conclusions emerging from the findings include the following: institutional reorganization and/or change in institutional mission, for certain institutions, was a highly effective response strategy; for some institutions, retention of existing students was as important, or even more important, than recruitment of new students; enrollment decline was more likely to worsen in institutions with higher tuition increases and higher percentages of acceptances than it was in institutions with smaller increases in these two variables. It is suggested that if institutional action will not be able to reverse a quantitative trend of downward enrollment, it should direct attention to the qualitative dimensions of decline. (SW)

ED 233 667 HE 016 548

Alschuler, Marjorie D.; Wallace, William D.

The Effectiveness of a Summer Prematriculation Program for Minority Medical Students.

PUB DATE- 13 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at .." (150)
DESCRIPTIONS- *Academic Achievement; Anatomy; Biochemistry; College Curriculum; *Educationally Disadvantaged; Higher Education; Institutional Research; Medical Schools; *Medical Students; *Minority Groups; Physiology; *School Orientation; Study Habits; *Summer Programs
IDENTIFIERS- *University of Illinois College of Medicine

The effect of a 6-week summer prematriculation program on the cognitive performance of educationally disadvantaged minority students in their first year of medical school was studied. A second objective was to determine if participation in the program strengthened the sources of social support available to minority students within the medical school. The two components of the summer program at the University of Illinois College of Medicine are self-assessment workshops (e.g., study habits and test-taking skills) and an introduction to the first year's curriculum. Disadvantaged, minority participants and nonparticipants from the classes of 1984, 1985, and 1986 were compared on their performance on the anatomy, biochemistry, and physiology components of the basic science examination given at the end of the first quarter of medical school. Multivariate analysis of variance indicated that participants scored significantly higher than did nonparticipants. Results of a questionnaire designed to evaluate social support were inconclusive. It is noted that other factors affecting students' performance include motivational reasons for participating in the program, and whether the participants applied the study and test-taking skills they acquired during the summer. (SW)

ED 233 681 IR 010 771

Computer-Based Training Starter Kit.
Federal Interagency Group for Computer-Based Training, Washington, DC.
SPONS. AGENCY- Internal Revenue Service (Dept. of Treasury), Washington, D.C.
PUB DATE- 83
AVAILABLE FROM- Internal Revenue Service, Services Section PM:HR:T:S, 2221 Jefferson Davis Highway, Arlington, VA 22202 (CBT Starter Kit, Doc #6846 5-83).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTIONS- Check Lists; *Computer Assisted Instruction; *Computer Managed Instruction; Data Processing; Feasibility Studies; *Federal Government; Glossaries; Guidelines; Needs Assessment; *Program Development; Program Evaluation; Program Proposals; *Public Agencies; *Purchasing; Specifications

Intended for use by training professionals with little or no background in the application of automated data processing (ADP) systems, processes, or procurement requirements, this reference manual provides guidelines for establishing a computer based training (CBT) program within a federal agency of the United States government. The manual covers: (1) needs assessment; (2) the technical components of a formal feasibility study, as required by federal ADP procurement rules; (3) obtaining management approval; (4) implementation planning, in order to meet the additional federal ADP procurement requirement for a system proposal; (5) prototype system development; (6) courseware development; and (7) the evaluation and maintenance of CBT systems. A flow chart giving an overview of the process of implementing CBT programs is provided. Appendices present a list of 141 references and resources; a 121-item glossary; lists of relevant organizations, associations, consortia, networks, vendors, systems, and languages; summaries of current CBT programs in federal agencies; a table outlining current CBT activities in federal training; and a list of the Federal Interagency Group for Computer-Based Training (IGCBT) organizations and contacts. (ESR)

ED 233 726 IR 050 365

Morrison, Ray L.; Nollen, Terrence
Library Skills Workbook. First Edition.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Card Catalogs; *College Libraries; Government Publications; Higher Education; Library Circulation; Library Guides; *Library Instruction; *Library Services; *Library Skills; *Reference Materials; Search Strategies; Undergraduate Students; Workbooks
IDENTIFIERS- Dewey Decimal Classification; Library of Congress Subject Headings

This self-instructional workbook provides information and exercises on library skills for undergraduate students at Pittsburg State University in Kansas. Lesson units cover: (1) a self-guided walking tour of the library; (2) checkout policies; (3) the Dewey Decimal classification system and book arrangement; (4) Library of Congress subject headings; (5) use of the card catalog; (6) use of encyclopedias; (7) use of dictionaries; (8) location of book reviews; (9) use of almanacs and other statistical sources; (10) location of biographical information; (11) use of atlases and gazetteers; (12) use of periodical indexes and location of periodicals; (13) use of the "New York Times Index"; (14) the contents of available pamphlet files; (15) use of the "Monthly Catalog of U.S. Government Publications" and location of government documents; (16) library special collections which contain materials primarily dealing with Southeast Kansas; (17) special library services, including online reference searches and interlibrary loans; and (18) a search strategy for locating information. A flow chart for this search strategy and a map of the library are provided. Each unit also contains multiple-choice exercises which must be successfully completed as a requirement for a Composition 102 course. (ESR)

ED 233 740 IR 050 394

Roysdon, Christine, Ed.
Directory of Library Instruction Materials in Pennsylvania Libraries.
Pennsylvania Library Association, Pittsburgh.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- College Libraries; Higher Education; *Instructional Materials; *Library Guides; *Library Instruction; Library Materials; *Library Skills; *Orientation Materials; Postsecondary Education; Reference Materials; Research Skills; Research Tools; Resource Materials
IDENTIFIERS- *Pennsylvania

This directory lists persons responsible for and materials produced for library instruction at 41 colleges, universities, and community colleges in Pennsylvania. Entries are arranged alphabetically by institution. Each entry provides the library name and address; the name of the contact person for library instruction and his/her telephone number; an indication of the contact person's expertise and ability to consult on the production of materials; and a brief listing of instructional materials produced by the library. For each production, the directory lists its title, format, date, author, viewing time or length in pages, subject, level (introductory, intermediate, or advanced), and availability (free, for sale, available through interlibrary loan, or available onsite only). An additional notation is made if the production is "location specific," i.e., designed for use in a particular library. A total of 89 individual publications are listed. (ESR)

ED 233 754 JC 830 300

A Study of the Economic Impact of the Community Colleges on the State of New Jersey.

New Jersey State Dept. of Higher Education, Trenton. Office of Community Coll. Programs.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Community Benefits; Community Colleges; Economic Research; *Educational Economics; Expenditures; *School Community Relationship; State Surveys; Two Year Colleges
IDENTIFIERS- *Economic Impact; Economic Impact Studies; *New Jersey

Using the research model developed by Caffrey and Isaacs for the American Council on Education, a study was conducted of the economic impact of New Jersey's community colleges to assist the sector in making an economic case for increased revenues. The formula used to determine the colleges' impact on the state involved totalling the in-county expenditures of the colleges, their employees, and their students, and multiplying the total by 2.5 to estimate the indirect impact of each dollar spent. The results of the study, in which 17 community colleges participated, included the following: (1) $54 million was spent by the colleges, $51 million by college employees, and $222 million by students in the state; (2) the total estimated economic impact on the state was an $822 million return on an initial state investment of $52 million in fiscal year 1982; and (3) the community colleges employed 6,205 people full-time and created another 21,000 full-time jobs in the state by virtue of their direct expenditures of over $300 million. The study report includes a rationale for conducting economic impact studies and recommendations for disseminating the study findings to policy makers. Appendices include charts illustrating the concept of economic impact, the operation of the multiplier, and the distribution of direct and indirect impacts of college spending. (HB)

ED 233 768 JC 830 410

Farland, Ronnald W.; Berg, Ernest
Student Matriculation: A Proposal to Study a Preliminary Model.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Standards; *College Admission; *Community Colleges; Educational Quality; Models; School Responsibility; *Statewide Planning; Student College Relationship; Student Responsibility; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California; *Student Matriculation Models

Developed for the Board of Governors of the California Community Colleges (CCC) as part of a larger study of academic quality, this report presents a preliminary analysis of student matriculation, a guidance process which brings the student into an agreement with the college for the purpose of achieving the student's educational objectives through the college's established requirements. After introductory material on the charge of the Task Force on Academic Quality, a preliminary model for student matriculation is delineated. Statements of the philosophy and purpose of matriculation, a definition of matriculation, and a differentiation between matriculated and non-matriculated status are presented, along with the model's components (i.e., application for admission, orientation, assessment, academic counseling/advisement, course enrollment, and follow-up on student progress). The final sections propose an observational study of the colleges in which components of the model are already in operation, and anticipate resources that will be needed to implement matriculation throughout the community college system. Appendices include the prospectus of the CCC Task Force on Academic Quality, a matriculation classification developed by the Academic Senate of the CCC, a statement on the diversification of community college missions and constituencies, and illustrations of the Learning Assessment Resource Consortium's assessment/placement model. (HB)

ED 233 796 PS 013 754

Eriksen, Aase; Wintermute, Marjorie
Students, Structures, Spaces: Activities in the Built Environment.
REPORT NO.- ISBN-0-201-10486-5
PUB DATE- 83
AVAILABLE FROM- Addison-Wesley Publishing Company, Inc., 2725 Sand Hill Road, Menlo Park, CA 94025 ($16.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Buildings; Community Education; *Educational Innovation; Educational Objectives; Elementary Secondary Education; *Environmental Education; *Instructional Materials; *Learning Activities; Resource Units; Space; Study Guides; *Teaching Guides
IDENTIFIERS- Environmental Awareness

Built environment education, an innovative concept, is not a new subject in educational curricula, but rather an approach to traditional areas of study that can be integrated into existing curricula. The goals of built environment education as outlined and developed in this teachers guide are to develop an awareness of surroundings, senses, feelings, and needs; to encourage an understanding of the functions and the impact of the environment; and to foster the ability to use the environment well and to take action to change it to satisfy the needs that have been defined. The long-range objective is to create better future citizens, capable of making informed environmental decisions to improve the community. Section titles include "Tuning into the Environment," "The Community Where You Live," "People Spaces," "Structure and Space," and "Useful Tools and Techniques." Each chapter provides the teacher with introductory information regarding theme, activities, curricular areas, where the lesson can be conducted, why it is useful, and various extension activities. Following each introduction, a lesson plan outlines the theme to be developed, learning objectives, subject matter, time needed, vocabulary words, materials needed, before-class preparation suggestions, procedures for use during class, and closure after the formal lesson. A bibliography follows each chapter, and an environmental planning vocabulary list is included. (BJD)

ED 233 812 PS 013 813

Galda, Lee; Miller, Michael
The Effect of Dramatic Play on the Story Retellings of Second Grade Children.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Competence; *Dramatic Play; *Elementary School Students; Grade 2; *Language Skills; *Narration; Primary Education
IDENTIFIERS- Constructs; Piagetian Theory

Effects of dramatic play on children's narrative competence were investigated among 36 second-graders. Children were read a familiar folktale and then "played" the story, discussed it, or drew a picture about it. They were then asked to retell the story either to an informed or to a naive listener. It was hypothesized that (1) more "evaluative" elaborative devices would be found in stories retold to a naive listener than in stories told to an informed listener and (2) more such devices would be found in the retellings of children in the play condition than in the other two conditions. Independent variables were sex, listener, and condition. Dependent variables were number of words, number of evaluative clauses, number of evaluative syntactic devices, and ratios of evaluative devices to number of words. Narrative competence was assessed by measuring the number of evaluative devices present in the retellings, and data were analyzed using a three-way multiple analysis of variance. The finding of no significant effects may be seen as support for Piaget's model of play, in which effects of play decrease in school-age children. The lack of significant results also indicates that narrative competence may not be a unitary construct. Subjects exhibited differences in the cohesive features of their language but not in their use of evaluative markers. It was concluded that various instruments may measure markedly different aspects of narrative competence. (RH)

ED 233 857 RC 014 289

Rivera, Manuel G.
The Mexican American: A Challenge for the California Community College.
PUB DATE- 14 Nov 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Admission Criteria; Community Colleges; Educational Finance; *Enrollment; Enrollment Influences; Faculty; *Higher Education; *Mexican Americans; *Minority Groups; Postsecondary Education; School Holding Power; *School Role; State Colleges
IDENTIFIERS- *California; *California Community Colleges; California State University; University of California

California's system of higher education includes three major divisions, each with a separate educational goal resulting in differing minority enrollments. The University of California focuses on research and has high admission requirements. Its nine campuses had 5,200 full-time faculty members in 1979 and enrolled 131,856 undergraduate and graduate students of whom 22,778 identified themselves as minority members (American Indians, Asians, Blacks, or Chicanos). The State Universities and Colleges have less rigid admission standards. The 19 campuses teach 4- and 5-year programs but have less rigid admission standards. They teach 4- and 5-year programs but do not award doctoral degrees. In 1978 the 11,080 faculty members taught 306,801 undergraduate and graduate students of whom 59,331 represented minorities. The 106 community colleges provide access to low-cost education for all students who can profit from instruction, with or without a high school diploma. The Community Colleges provide (or provided, prior to 1980, for the system is currently being redefined) the first two years of a four-year transfer program, occupational training, cultural and continuing education, and community activities and services. Of the 1,100,212 students taught by 14,714 faculty in 1978, 241,135 were minority members. Chicano enrollments were stable between 1976 and 1980. However, financial and legislative circumstances and negative image problems may result in the reduction of minority students at the Community College level. (SB)

ED 233 899 SE 042 810

Askew, Judy

The Sky's the Limit in Math-Related Careers.

Mills Coll., Oakland, Calif.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- WEEA Publishing Center, Education Development Center, Inc., 55 Chapel St., Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Career Awareness; *Career Choice; *Career Education; Careers; *Employed Women; Females; Mathematicians; Mathematics; *Mathematics Education; *Professional Occupations; Technical Occupations

This booklet introduces readers--particularly women--to some jobs that use mathematical training, in laboratories, computer centers, universities, insurance companies, and government offices. Based on information from women working in mathematics-related fields, it is designed to help women consider various career choices. Sections focus on careers with computers, engineering, finance, teaching, research mathematics, and statistics. Some types of careers within each category are described, with comments on the roles of particular women and quotations from women in that field highlighting aspects of their jobs. A list of names and addresses of women who answered the questionnaires is included, with the suggestion that they could be contacted, and organizations to contact for additional information on mathematics-related careers are also listed. (MNS)

ED 233 929 SO 014 796

Anton, Tod A.

Wanted: A Service Component in Public Education.

PUB DATE- 17 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Citizenship Education; Citizenship Responsibility; *Community Action; Community Involvement; *Educational Objectives; Elementary Secondary Education; Graduation Requirements; Humanitarianism; Public Education; *School Community Relationship; *Social Responsibility; *Social Services
IDENTIFIERS- PF Project; Priorities; Work Ethic

Because the outcome of education should be independence as well as a sense of accomplishment in serving others, educational objectives should consist of a demonstration of competence, the application of learning, creative responses, and the ability of one learner to teach the other. Educators need to reinforce examples of the work ethic and emphasize the value of deferred gratification. Similarly, a service component should be included in high school graduation requirements. Students could perform such services as tutoring, acting as school hosts and peer counselors, contributing to school beautification, and participating in charity drives. Community projects could consist of entertaining the infirm, observing and interviewing adults engaged in service to the community, and studying the methods of service organizations. Service awards and a "service to school and community" component on report cards could enhance the concept of service. A service-oriented educational experience could make the difference in our national spirit, direction, ethics, and production. (LH)

ED 233 944 SO 014 948

Eaton, Barbara; Weatherford, Martha
Arts and Crafts of the Mississippi Hills. ESEA, Title IV-C, 1982-83.
Booneville Municipal Separate School District, MS.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC.

PUB DATE- May 83
AVAILABLE FROM- Booneville Municipal Separate School District, P.O. Box 387, Booneville, MS 3882[illegible] ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Art Activities; *Art Education; Art Materials; Ceramics; Creative Activities; Curriculum Development; Evaluation Criteria; Glass; *Handicrafts; High Schools; Painting (Visual Arts); Program Budgeting; Program Descriptions; Program Design; Program Evaluation; *Program Implementation; *Visual Arts; Woodworking
IDENTIFIERS- *Mississippi

An overview is presented of a 1982-83 Elementary and Secondary Education Act (ESEA), Title IV-C project, designed for 50 talented high school art students, to preserve the arts and crafts in the Mississippi hills area and to enrich existing arts and crafts curriculum. Steps are listed for implementing such a program, a simple program budget is provided, and program objectives and evaluation procedures are given. The major portion of the book is presented in its four appendices. Appendix A provides seven craft activities and specific techniques for making pottery, working with stained glass, using an airbrush, doing photography, carving wood, painting eggs, and constructing cathedral quilted pillows. Also included are glossaries, graphics, group pictures, photographic examples, and a scrapbook showing other projects and their creators. Appendix B presents the accountability and instructional management plan for the program and includes a general program design, a tentative time schedule, objectives arranged according to cognitive level, and an extensive program description. The program description, presented in chart form, clearly indicates the objectives, processes, and materials involved in each activity. Specific forms are given for evaluating the activities in Appendix C. A sample student questionnaire, designed to determine student attitudes and their general awareness of visual art, is provided in the final appendix. (LH)

ED 233 624 HE 016 011

Whitman, Neal A.

There Is No Gene for Good Teaching: A Handbook on Lecturing for Medical Teachers.

Utah Univ., Salt Lake City. School of Medicine.

PUB DATE- 82

AVAILABLE FROM- Department of Family and Community Medicine, University of Utah School of Medicine, 50 North Medical Drive, Salt Lake City, UT 84132 ($5.00 each for first 20 copies; $3.00 each for next 80 copies).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Audiovisual Aids; *Course Organization; Demonstrations (Educational); Educational Planning; *Evaluation Criteria; Higher Education; *Lecture Method; Medical Education; *Medical School Faculty; Questioning Techniques; Questionnaires; *Speech Skills; Teaching Guides

A guide to good lecturing is presented for medical school teachers. It is suggested that the first step in encouraging active listening is to fulfill a clearly stated purpose. The lecturer is advised to ask the following questions: What is the listener supposed to know as a result of the lecture? What is the listener supposed to feel, value, or believe? What is the listener supposed to do with this knowledge and feeling? Attention is also directed to setting ground rules for audience participation and techniques to attract the student's attention at the beginning of the lecture (e.g., stating the purpose, telling an anecdote, posing a dilemma, asking a question). It is recommended that the lecturer both preview the structure of the lecture and follow the pre-established outline, since routinization of the lecture makes spontaneity possible. Additionally, the following teaching techniques are discussed: questioning, brainstorming, demonstration, and audiovisual aids. Finally, speaking skills are also considered. An observation tool is appended that includes the following: organization of the subject, teaching techniques, and speaking skills. (SW)

ED 233 696 IR 010 786

Watson, Nancy Ralph, Ed.
Microcomputers in Education: Uses for the '80s. Proceedings of the Annual Microcomputer Conference (2nd, Tempe, Arizona, January 15-16, 1982). Publication No. 3.
Arizona State Univ., Tempe. Dept. of Elementary Education.
PUB DATE- 82
AVAILABLE FROM- Microcomputer Research Clinic, Arizona State University, Payne 303, College of Education, Tempe, AZ 85287 ($20.00 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Literacy; *Computer Programs; Educational Administration; Educational Media; Educational Research; Elementary Secondary Education; Inservice Teacher Education; Mathematics Instruction; *Microcomputers; Parent Teacher Cooperation; Physical Disabilities; Postsecondary Education; *Programing; School Psychologists; Science Instruction
IDENTIFIERS- Apple II

The 30 conference papers in this collection are presented in 6 categories. Five overviews discuss innovative uses of computers in education (Dorothy K. Deringer); microcomputers in instructional research (Alan M. Lesgold); microcomputers in the schools (Mitchell Batoff, Gary G. Bitter); and the courseware crisis (Barbara R. Sadowski). Research and projects described focus on basic skills through microcomputers (Kay Gilliland); data acquisition and handling using microcomputers (Pauline Fortier Briggs); learning logic and geometry with microcomputers (Teri Hoch Perl and Ann M. Piestrup); Young People's LOGO Association (James H. Muller); teacher training for using microcomputers in science education (Malcolm Wells and Gary G. Bitter); and using Apple microcomputers with young handicapped children (Laura F. Meyers and Terri Rosegrant). Discussions of administrative uses focus on administrators and computers (James F. Boyle); administrative applications (Patrick J. Carr); equipment acquisition (Tom Keller); microcomputers in school psychology (Marley J. Watkins); microcomputers in the classroom and at home (Pat Kuhn); teacher training workshops (John Losse and Rita Richards); and parental involvement (Greg Wojtulewicz). Papers on computer assisted instruction (CAI) describe using microcomputers in chemistry and physics instruction (David Byrum); creating CAI materials with Apple Pilot (Ruth A. Camuse); designing courseware in K-8 mathematics (James H. Wiebe); making software interesting (Jeffrey and Karen Raynor); and mathematical problem solving with microcomputers (J. F. Weaver). Computer literacy is discussed as content (Janis Rosenblum and Shirley Frye); a computer literacy project is described (Bruce Eldredge); and the importance of computers to education is considered. Presentations on programming include an outline of BASIC (Marilyn Sue Ford); good programming techniques (Homer Baker and Raymond Preston); tips for programming (Richard Dixon); and a programming project for high school students (Robert Zenor). A glossary and listing of microcomputer journals complete the proceedings. (ESR)

ED 233 710 IR 020 000

Report on the Leadership Development Forum for Educational Technology (Palo Alto, California, November 10, 1982).
SPONS. AGENCY- Department of Education, San Francisco, Calif. Region 9.
PUB DATE- 10 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- *Change Strategies; Clearinghouses; Curriculum Development; *Educational Needs; *Educational Technology; Elementary Secondary Education; Financial Support; Position Papers; Publicity; Staff Development; Statewide Planning

Six critical educational technology (ET) needs in California were identified at the first of two forums held in California in the summer of 1982. The six needs are: (1) state and local planning: coordination and cooperation across the state; (2) public awareness of technology literacy issues; (3) adequate funding for planning and implementation of ET; (4) new view of curriculum development and instruction incorporating technology; (5) staff development; and (6) creation of an ET clearinghouse. A second forum, Leadership Development Forum for Educational Technology, was held to plan strategies for meeting these needs. Conference attendees broke into six groups to discuss ideas and suggestions for meeting these needs. Reports from each of these groups and a list of participants at both conferences conclude the document. (CW)

ED 233 842 RC 014 271

Pfisterer, William, Ed.
Energy Options: A Curriculum Guide. Curriculum Resources for the Alaskan Environment.
Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.
SPONS. AGENCY- Department of Energy, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
PUB DATE- 82
GRANT- DE-FG05-82ER10287; G00701985
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Agriculture; Coal; Conservation Education; Elementary Secondary Education; *Energy; Energy Conservation; Fuel Consumption; *Fuels; *Instructional Materials; *Lesson Plans; Petroleum Industry; Small Schools; Solar Energy; Trees; Water Resources; Wind Energy
IDENTIFIERS- Alaska; Heat Pumps; Small High Schools Project AK

The nine units in the curriculum guide on energy options focus on energy from coal, the sun, petroleum, the wind, water, and trees; and on heat pumps, energy conservation, and agriculture and energy. The units are comprised of from two to seven lessons. Each lesson contains objectives, approximate time, procedure, evaluation questions or methods, a list of further activities, and resource information. The units, designed for grades K-12, are illustrated with black and white drawings. The guide contains a list of energy curriculum materials sources. (SB)

ED 233 871 RC 014 311

Berka, Mel

The Winnebago Tribe and the Nebraska Landscape (Junior High Unit).

Nebraska Univ., Lincoln. Curriculum Development Center.; Nebraska Univ., Lincoln. Nebraska Curriculum Inst. on Native American Life.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- 79

AVAILABLE FROM- Nebraska Curriculum Development Center, Andrews Hall 32, University of Nebraska, Lincoln, NE 68588-0336 ($2.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *American Indian Culture; *American Indian History; American Indians; *American Indian Studies; Economics; Federal Indian Relationship; Instructional Materials; Junior High Schools; Maps; Social Structure; Tests; *Units of Study

IDENTIFIERS- *Nebraska; *Winnebago (Tribe)

Intended to inform junior high school students about the history of the Winnebago tribe and how that history was influenced by contact with the European culture, the curriculum unit focuses on four general areas: origin and removals and migration of the tribe, world view and history, social organizations, and economy. The unit begins with a short teacher outline including the objective, materials, activities, and evaluation methods for each general area. The unit contains materials for each area including essays for students to read or teachers to lecture, quizzes, maps, teacher background information, student activities, and a brief bibliography. Among the subjects covered are the early home of the Winnebagoes, the Winnebago creation story, social structure, the political system of the tribe, half tribes and clans, economic life before 1833 in Wisconsin and after 1855 in Minnesota, the contemporary economic life in Nebraska, and food sources. (SB)

ED 233 958   SO 014 991

Moseley, James L.
Non-Formal Basic Design: Imagining Possible Futures.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Futures (of Society); *Individualized Instruction; Learning Activities; Secondary Education; Teaching Methods

Designed for individualized instruction, this unit contains objectives, materials needed, and assignments for teaching about the future on the secondary level. The unit is designed to take different formats and directions and is applicable to any subject area. Objectives and assignments are both listed in brief numerical order. Some of the 17 objectives are that students will discuss techniques for forecasting the future, generate a scenario for the future, discuss diversified types of information systems, and show concern for the study of the future. Included in the 21 assignments are generating definitions of the future, discussing how the year 2000 will differ from the present, simulating "School of the Future," reading future-oriented books and periodicals, viewing films and videotapes, and joining the World Future Society. Student worksheets, a checklist for monitoring student progress, suggestions for followup activities, and a self-appraisal report are provided. (KC)

ED 233 561 EC 165 106

McCune, Allen D.
Gifted Education Resources: A Bibliography.
Halstead Unified School District 440, KS.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Academically Gifted; Elementary Secondary Education; *Gifted; *Resource Materials
IDENTIFIERS- PF Project

Names and addresses of sources of materials for gifted education at the elementary and secondary levels, personally inspected and used by the author, are listed. Though called a "Bibliography," this is primarily a directory. It contains 89 entries, 63 of which are the names and addresses of publishers, associations, foundations, or other organizations. The remaining 26 entries appear to be for journals, newsletters, catalogs, or documents. Unfortunately the exact nature of each entry is not specified. The catalogs listed are said to be free in most cases. A submission form is included by the author for those wishing to submit material for inclusion in a future revision of this reference tool. (JW)

ED 233 782 PS 013 192

Thoman, Evelyn B., Ed.; Trotter, Sharland, Ed.
Social Responsiveness of Infants. Pediatric Round Table: 2.
Johnson & Johnson Baby Products Co., Skillman, NJ.
REPORT NO.- ISBN-0-931562-01-5
PUB DATE- 78
AVAILABLE FROM- Johnson & Johnson Baby Products Company, Professional Relations Department, Grandview Road, Skillman, NJ 08558 (Paper, $6.00, plus $1.00 shipping. Entire set of 9 booklets, $45.00, plus $3.00 shipping).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010) Collected Works - Proceedings (021)
DESCRIPTIONS- Adjustment (to Environment); Animal Behavior; Auditory Discrimination; Biological Influences; *Infant Behavior; *Infants; Intervention; *Mothers; Motivation; *Parent Child Relationship; Play; Positive Reinforcement; Premature Infants; Research Design; Research Problems; *Social Behavior; Spatial Ability; Stimulation; Theories
IDENTIFIERS- Developmental Patterns; Maternal Deprivation; *Ontogeny; *Social Interaction

Conference papers and discussions presented in this volume reflect recent research results that suggest the human infant is not a tabula rasa but an organism endowed at birth with an array of capabilities. Contents focus on several issues, including the possibility that infants have a rich affective life from their earliest days and that even normal infants vary widely in their sensitivities, response capabilities, motor behaviors, and other characteristics. It is suggested that an evolutionary perspective may be useful in exploring the newborn infant's biological preparation for effective interaction with the environment. Specifically, the volume includes sections devoted to three topic areas. Section I includes summaries of papers related to the infant's rhythms and responses as preparation for partnership. Articles summarized in section II describe developing designs for viewing the infant as a social being. Material in section III consists of briefs of papers focusing on the ontogeny of the mother/infant relationship. Summaries of discussants' comments and critiques are provided. (RH)

ED 233 885 SE 042 792

Anderson, Charles W.; Smith, Edward L.
Transparencies on Light: Teacher's Manual. Research Series No. 130.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- May 83
CONTRACT- 400-81-0014
GRANT- SED-8020022
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Color; *Concept Formation; Concept Teaching; *Elementary School Science; *Grade 5; Intermediate Grades; *Light; Material Development; Science Education; *Science Instruction; *Transparencies
IDENTIFIERS- *Misconceptions; National Science Foundation

Results of observations and of students' performance on pretest/posttests suggest that almost all students enter the fifth grade with certain fundamental misconceptions about light and how people see. Unfortunately, fifth grade science textbooks often fail to inform teachers about these misconceptions or to suggest a teaching strategy that will help teachers with them. Therefore, 13 transparencies were developed for use with the unit on light found in the fifth-grade textbook "Exploring Science" by M.K. Blecha, P.C. Gega, and M. Green (1979, Laidlaw Brothers). The transparencies (keyed to an appropriate page in the text) and this manual were designed to help teachers understand common student misconceptions about light and change those student misconceptions to scientific or goal conceptions. The manual contains: (1) an introduction describing how the transparencies are to be used; (2) illustrations of the transparencies and a commentary contrasting student answers

to the questions posed with the correct "textbook" answers; and (3) three tables contrasting common student misconceptions (naive beliefs) with scientific or goal conceptions on a number of topics related to light and seeing, pathways of light, and color. (JN)

ED 233 914 SO 013 482

Veldman, Donald J.
Fundamental Fortran for Social Scientists.
Texas Univ., Austin. Research and Development Center for Teacher Education.
REPORT NO.- RDCTE-R-4105
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Computer Programs; Computers; *Data Processing; *Programing; *Programing Languages; *Social Sciences; *Statistical Analysis
IDENTIFIERS- *FORTRAN Programing Language

An introduction to Fortran programming specifically for social science statistical and routine data processing is provided. The first two sections of the manual describe the components of computer hardware and software. Topics include input, output, and mass storage devices; central memory; central processing unit; internal storage of data; and monitors, compilers, and Fortran programs. Section 3 describes the essentials of Fortran that are available in all compilers: the statement format, starting and stopping the program, and order of execution. Sections 4, 5, and 6 detail Fortran statements used to process data stored in the computer memory. These sections provide technical information on constants, variables, and arrays; expression and assignment statements; and control statements and loops. Section 7 explains statements that are used to transfer information between central memory and external media, such as punch cards, the printed page, and mass storage devices. Section 8 contains five sample exercises that begin with a simple problem which is gradually extended and complicated. Sections 9 and 10 describe subprograms and outline common problems in social science data processing. The manual assumes the characteristics of a CDC 6000 or Cyber series machine. Important differences between CDC and IBM Fortran are noted, however. A summary of Fortran statements concludes the document. (KC)

ED 233 827 RC 014 026

Gonzalez, Raquel Quiroz, Comp.; And Others
Chicanos: A Checklist of Current Materials, September 1972-December 1982.
California Univ., Santa Barbara. University Library.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTIONS- Cultural Background; Folk Culture; *Library Collections; Library Materials; Mexican American History; *Mexican Americans; Reading Materials; Serials
IDENTIFIERS- Chicanos; *Chicano Studies; *Coleccion Tloque Nahuaque

Beginning in 1972 and now appearing approximately twice a year, this serial publication lists Chicano-related materials acquired by the Coleccion Tloque Nahuague within the Library of the University of California at Santa Barbara. This compilation of issues consists of a complete collection of the checklist for the 10-year period September 1972 through December 1982, a total of 29 distinct issues. The organization of the checklist has varied over the years, but listings have generally been classified under such headings as: Anthropology, Art, Bibliography, Education, Folk Medicine, Folklore, History, Language, Literature, Medicine, Mental Health, Music, Political Science, Psychology, Religion, Science, Social Science, and Periodicals. (WTB)

ED 233 579 FL 013 879

Chien, Yu-Chin; Lust, Barbara
Topic-Comment Structure and Grammatical Subject in First Language Acquisition of Mandarin Chinese: A Study of Equi-Constructions.
Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Jul 83
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Child Language; *Grammar; *Language Acquisition; *Mandarin Chinese; Semantics; Sentence Structure; Young Children
IDENTIFIERS- Taiwan

Although Mandarin Chinese is a topic-prominent language, it is shown that young children acquiring Chinese as their first language access the concept of grammatical subject as well as that of topic. A total of 95 children aged 2-5 years acquiring Mandarin Chinese as their first language were tested on sentences involving equi-constructions. It was hypothesized that if children were sensitive to the presence of a grammatical subject, they would distinguish topic and subject in the equi-constructions. The results confirmed that Chinese children distinguish the concepts of subject and topic and that they access the grammatical category of subject as well as the semantic category of topic. It is concluded that even for a highly topic oriented language like Chinese, children acquiring a first language have some sensitivity to formal grammatical concepts as well as semantic or pragmatic ones. (RW)

ED 233 595 FL 013 903

Bonyun, Rosemary
Does a Late Immersion Program Make a Difference to the Graduates?
Research Report 82-09.

Ottawa Board of Education (Ontario). Research Centre.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Foreign Countries; *French; Graduate Surveys; *Immersion Programs; Language Attitudes; *Program Effectiveness; Secondary Education; Second Language Instruction; Second Language Learning
IDENTIFIERS- Ontario (Ottawa)

Attitudes toward French language programs and future language plans were surveyed in a sample of students who had participated in Ottawa school district bilingual programs. A total of 178 completed questionnaires were returned by students who had registered in grade 12 French language classes in 1978 to 1980. The majority of the students had entered a bilingual program in grades 7-9. A large portion of the respondents had gone on to take enough credits to gain Ottawa's Honors Bilingual Diploma, planned to take further instruction in French at some point, felt that they could cope confidently with the receptive use of French, and believed they could also write and speak with facility. Respondents also felt that the bilingual program had many positive features, most notably its French literature component. Other well-liked features were the high quality of the teachers, the grammar courses, and the field trips. The three most common suggestions for program inprovement related to wider course selection, better teachers, and more emphasis on oral practice. About 50 percent of the group felt that kindergarten or grade 1 was the optimal time for starting an immersion or bilingual program. While students noted that program participation required isolation from the main stream of school activities, many lasting friendships were formed among participants. (RW)

ED 233 610 FL 014 010

Mrowicki, Linda; Terdy, Dennis
Adult ESL Suggested Materials List.
Illinois ESL Adult Education Service Center, Arlington Heights. Northern Area Adult Education Region.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Adult and Continuing Education Section.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Administrator Guides; *Adult Education; Adult Literacy; Adult Vocational Education; Annotated Bibliographies; Communication Skills; *English (Second Language); *Instructional Materials; Listening Comprehension; Pronunciation Instruction; Reading

Materials; Resource Materials; *Textbooks; Vocabulary Skills; Writing Instruction
IDENTIFIERS- PF Project

Four major categories are included in this annotated bibliography of materials for adult English as a Second Language (ESL) courses. The categories are: (1) general purpose ESL; (2) special purpose ESL; (3) teacher resources; and (4) ESL administrator resources. The criteria used in selecting the materials are that the materials are frequently used and highly recommended by practitioners in the field of adult ESL, and that they best represent appropriate content and methodology for the adult. In addition to basic textbooks, the general purpose category cites materials on listening, conversation and oral communication, literacy and reading, writing and composition, grammar and structure, pronunciation, vocabulary, idioms and dictionaries. The special purpose materials address employment-related, vocational, and pre-academic instruction. The teacher resources include basic and specialized materials on adult ESL. ESL administrator resources are also provided. A list of publishers and their addresses is appended. (DC)

ED 233 653 HE 016 533

Study Guide for the Regents External Degree Examination in Health Support--Area II (4 Credits).

New York State Education Dept., Albany. Regents External Degree Program.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Clinical Diagnosis; Developmental Stages; Diseases; Educational Objectives; Environmental Influences; *External Degree Programs; Higher Education; *High Risk Persons; Identification; Information Sources; *Medical Evaluation; *Nursing; Physical Activity Level; Preventive Medicine; *Tests; Test Wiseness
IDENTIFIERS- *Regents External Degree; State University of New York

A study guide for the Health Support Area II examination of the University of the State of New York Regents External Degree Program is presented. The examination tests the use of the nursing process to support the health of the client at risk for major health problems throughout the life cycle. Emphasis is placed on nursing actions related to prevention, teaching and counseling, screening, and early detection. A list is presented of objectives for the nursing degree candidate. Alterations in developmental and sustenal patterns, in activity patterns, and in life-space patterns are indicated for each of the following problem areas: mental health, nutritional disturbances, cardiovascular/respiratory problems, childbearing problems, safety and environmental health problems, infections and communicable diseases, neurological problems, endocrine problems, autoimmune problems, and birth defects and genetic problems. Additionally, for each of these areas, primary and secondary references are listed that the candidate may find helpful in preparing for the examination; in total, the bibliography consists of 134 references. Three sample test questions are also included. (SW)

ED 233 668 HE 016 605

Pile, Wilson, Ed.

Massachusetts Higher Education in the Eighties: The Long Range Plan for Public Higher Education. A White Paper. The Alden Seminars.

Association of Independent Colleges and Universities of Massachusetts.; Massachusetts Univ., Boston. Center for Studies in Policy and Public Interest.

SPONS. AGENCY- Alden (George I.) Trust, Worcester, MA.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 18 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Education; *College Planning; *Governance; Government School Relationship; Higher Education; Institutional Evaluation; *Long Range Planning; Position Papers; Program Evaluation; Public Education; *State Boards of Education; *State Colleges; *Statewide Planning
IDENTIFIERS- *Massachusetts

Statewide planning for higher education, with specific reference to Massachusetts, is discussed in a 1982 Alden Seminar position paper, comments regarding the position paper, and an overview of the overall seminar. In "One Half Revolution, One Half Status Quo: Remarks on A Long Range Plan for Public Higher Education in Massachusetts," Stephen Joel Trachtenberg discusses the Massachusetts "Long Range Plan" for higher education. This plan requires faculties and administrators to share the responsibility for academic planning not only with their own boards of trustees but with the statewide board of regents. In addition to reviewing annually the enrollments of the 27 taxpayer-supported institutions, the board of regents will undertake periodic systemwide reviews of selected academic fields or program areas, along with comprehensive institutional program reviews on a 5-year cycle. Personal perspectives are offered regarding whether this new system for Massachusetts higher education will succeed, and predictable stresses and strains that will occur as the new system goes into full operation are identified. In addition, the question of whether the plan is adequate in meeting the challenges posed by the current period is addressed. (SW)

ED 233 711 IR 020 005

Laubacher, Marilyn R.
Microcomputers: Some Basic Resources.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Computer Programs; *Educational Technology; Elementary Secondary Education; Evaluation; Higher Education; *Microcomputers; Organizations (Groups); *Resource Materials

IDENTIFIERS- *Computer Uses in Education

Over 40 books, periodicals, directories, and organizations relevant to the educational uses of microcomputers are listed. The bibliography is divided into eight categories: (1) What are good sources of information about microcomputers for people with no background? (2) How can I decide which microcomputer to buy? (3) How can I locate available software? (4) Are there evaluations available for microcomputer software? (5) How can I find out what other school districts are doing with microcomputers? (6) How can I find journal and magazine articles that will keep me up-to-date? (7) What organizations are involved in the use of microcomputers? and (8) Where can more information about microcomputers be found? Most materials on the list were published after 1980. (KC)

ED 233 727 IR 050 366

Skinner, Pamela A.; And Others

Minimum Educational Requirements for Appointment to University Librarian Ranks at the University of Connecticut Libraries. Report of the Advisory Council on Evaluation and Promotion.

Connecticut Univ., Storrs.

PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Advisory Committees; *College Libraries; *Employment Qualifications; Higher Education; Information Science; *Librarians; *Library Education; Literature Reviews; *Masters Degrees; Policy Formation; Position Papers; Professional Education
IDENTIFIERS- Archivists; *University of Connecticut; Want Ads

As a result of requests from the University Librarian and the University Archivist at the University of Connecticut, the Advisory Council on Evaluation and Promotion (ACEP)--composed entirely of University of Connecticut librarians--considered the issue of minimum educational requirements for appointment to or promotion within the University Librarian ranks, with special focus on the requirement for a Master of Library Science (MLS) degree. This report summarizes the results of the Council's actions, covering: (1) background material; (2) a review of the literature concerning library education and training; (3) a survey of job advertisements for professional librarian positions with selected telephone follow-up to determine what practices are followed at other institutions; (4) the views of the American Library Association (ALA); (5) a summary of a Council meeting with the University Archivist to discuss the issue; (6) a summary of written comments on the issue by University of Connecticut librarians; and (7) a summary of an ACEP general meeting on the issue. Recommendations resulting from these actions are also presented, with the major recommendation stating that the MLS requirement should be retained. A 53-item bibliography and appendices reproducing related memoranda, letters, and meeting agendas conclude the report. (ESR)

ED 233 741   IR 050 395

Computer Cataloguing and Indexing Survey. Summary.
JEM Research, Victoria (British Columbia).
SPONS. AGENCY- Alberta Dept. of Education, Edmonton. Planning and Research Branch.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- Cataloging; Catalogs; Check Lists; *Computer Programs; Databases; *Educational Media; Guidelines; Indexing; *Information Dissemination; *Information Networks; Information Processing; *National Programs; Online Systems
IDENTIFIERS- *Canada; *Software Evaluation

In 1982 a study was conducted to analyze educational software information currently available to Canadian educators and to develop a plan for effectively collecting, organizing, and disseminating courseware information in the future. The teachers, students, librarians, educational resource personnel, and administrators included in the study reported that available software information (from software catalogs, vendor publicity materials, and educational resource centers) was not adequate. They expressed the need for thorough, standardized, easily accessible software descriptions containing evaluative information. Software user opinions and requirements, as determined in the study, are summarized in this document, which also presents a general check list of steps for establishing an information-sharing network and 16 specific recommendations for solving the educational software information problem in Canada. It is recommended that a centralized database of standardized educational software descriptions be established and that a print and then an online catalog be developed. Further recommendations cover suggested description and evaluation procedures and cataloging and indexing methods. The document concludes with a reference to the full project report. (ESR)

ED 233 755 JC 830 301

Handbook for Conducting a Study of the Economic Impact of a Community College. First Edition.

Brookdale Community Coll., Lincroft, NJ. Office of Research and Development.
SPONS. AGENCY- New Jersey State Dept. of Higher Education, Trenton. Office of Community Coll. Programs.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Community Benefits; Community Colleges; *Economic Research; *Educational Economics; Expenditures; Mathematical Formulas; *Research Design; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Economic Impact Studies; *New Jersey

This handbook provides information and guidelines to assist college administrators and researchers in calculating the economic impact of their community college on its locality. First, background is presented on an economic impact project conducted in New Jersey to help support the case for increased state and county funding to community colleges. Next, section I discusses three categories of college-related local expenditures (i.e., college, staff, and student expenditures); ways of determining the number of jobs attributable to the college; and the operation of the income multiplier in determining indirect spending generated by a college's presence. Section II lists 10 information needs of the economic impact model and identifies sources for this information. Section III provides a step-by-step process to determine economic impact, listing the dollar amounts to be calculated and providing the formulas for these calculations. Section IV explains additional calculation variables needed for the completion of the study, i.e., estimates of non-housing expenditures, in-state and in-county expenditures, and percentages of renters in the county and average rents. A comprehensive bibliography is presented in section V. Finally, section VI provides a set of model graphics for the display of economic impact data. (HB)

ED 233 813 PS 013 814

Sonnenburg, Teresa I.

Differentiating Programs for Academically Gifted Elementary Students.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Academically Gifted; *Acceleration (Education); Annotated Bibliographies; *Educational Practices; *Elementary Education; Glossaries; *Homogeneous Grouping; Literature Reviews; *Program Development
IDENTIFIERS- *Differentiation

The literature review presented here was conducted to investigate various types of differentiation in programs for academically gifted elementary school students. For the purpose of the review, the term "academically gifted" refers to students with high general intellectual ability; no speciic level of intelligence is implied. Following an introductory discussion, a glossary and annotations for 39 relevant articles are provided. Subsequent contents are arranged topically in five categories. The first three categories focus on the major methods of differentiation: acceleration, enrichment, and homogeneous grouping. The remaining two groupings describe programs with varied alternatives and discuss factors to consider in differentiating programs or curricula. Included in the material on enrichment are citations concerning pull-out programs, regular classroom additives, and mentors. Listed in the section on homogeneous grouping are articles focusing on special schools, magnet schools, Saturday/summer programs, and program differentiation. Also provided in the document are a very brief overview of controversies concerning the gifted, a summary of findings, a brief discussion of conclusions, and a statement of recommendations. Appended are a short list of national resources for the gifted and talented, along with names, addresses, and brief descriptions of related national organizations. (PH)

ED 233 843 RC 014 272

Madsen, Eric; And Others
A Catalog of Educational Resources in Communication Arts, Cultural Ecology, and Environmental Studies for the Small High School Teacher. Curriculum Resources for the Alaskan Environment.
Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.
PUB DATE- Feb 81

LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Alaska Natives; American Indians; Archaeology; Audiovisual Aids; Careers; Community; Community Services; Consumer Protection; Economics; Educational Media; *Educational Resources; Elementary Secondary Education; *Environmental Education; *Eskimos; Health Materials; Language Arts; Local History; Mass Media; Oral History; *Secondary School Curriculum; Small Schools; State Government; State History; Telecommunications; Visual Arts
IDENTIFIERS- Alaska; *Communication Arts; *Cultural Ecology

A catalog of semi-annotated topical listings of curriculum resources, published between 1960 and 1980, for use by educators in small Alaska high schools, contains sections on communication arts (108 items), cultural ecology (269 items), and environmental studies (363 items). Listings are presented on pages ruled into grids; for each item the title, publication date, and sources are given, plus grid marks indicating subcategory of subject and type of material. Material type subcategories are academic paper, audio-visual, book, government document, lesson unit(s), newsletter, pamphlet, periodical, resource center, service, special program, and other. Subject categories for communication arts are broadcasting, creative writing, drama, film-making, general teaching aid, language and language arts, library use, oral history, poetry, print media, and visual arts. Cultural ecology subjects include careers, consumer protection, economics and commerce, health and society, history and archaeology, Native Americans, Native corporations, and state and local government. Under environmental studies are air, energy education, forests and timber, mining, northern technology, water resources, weather and climate, wildlife, environmental education, and other; posters are an additional material type subcategory. A section of general reference materials contains titles and source addresses for 41 further items. (MH)

ED 233 900 SE 042 811

Hardeman, Carole Hall; Laquer, Barbara T.
MATHCO Inservice Manual: A Guide for the Workshop Leader.
Oklahoma Univ., Norman. Southwest Center for Human Relations Studies.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- WEEA Publishing Center, Education Development Center, Inc., 55 Chapel St., Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Audiovisual Aids; Elementary Secondary Education; *Equal Education; Filmstrips; Inservice Teacher Education; Interdisciplinary Approach; Junior High School Students; Mathematics Anxiety; *Mathematics Education; *Mathematics Instruction; *Middle Schools; *Sex Fairness; Teaching Guides; *Workshops
IDENTIFIERS- *MATHCO

MATHCO is a motivating series of audiovisual and print materials designed to overcome the negative effects of sex bias and stereotyping on the attitudes, interests, and aspirations of girls toward mathematics and mathematics-related careers. The materials teach mathematics skills, demonstrate relationships between mathematics and other subjects, and provide exposure to mathematics-related careers. They are useful for boys as well as girls at the pre- and early-adolescent stage; they are both multiethnic and nonsexist in text and illustrations. This guide provides background information for workshop leaders and detailed instructions for conducting workshops. Appendices include a questionnaire and transparency masters for using MATHCO and for MATHCO objectives. (MNS)

ED 233 930 SO 014 819

Kuhmerker, Lisa, Ed.
Social Studies Core Curriculum in Fieldston Lower School.
City Univ. of New York, N.Y. Hunter Coll.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Core Curriculum; Curriculum Development; Elementary Education; *Elementary School Curriculum; *Ethical Instruction; Hidden Curriculum; History Instruction; Integrated Curriculum; *Interdisciplinary Approach; *Moral Development; Moral Values; Science Programs; Socialization; *Social Studies; Units of Study; Values Education
IDENTIFIERS- Ethical Culture Schools; *Fieldston Lower School NY; Native Americans; PF Project

An overview is presented of an elementary-level social studies core curriculum at Fieldston Lower School (in New York City) in which the moral and ethical development of students is seen as a priority. Fieldston Lower School is one of three branches of the Ethical Culture Schools. Article 1 focuses on the modification of the traditional elementary school curriculum to serve a moral education function. Article 2 discusses the teaching of ethics in the Ethical Culture Schools and focuses on "formal" ethics instruction through both hidden and explicit curriculum. Article 3 focuses on the social studies and natural sciences and presents a rationale for organizing curriculum around a sociomoral core. Article 4 describes daily school situations and how each can be used to support socialization and ego development. Article 5 advocates the inclusion of social studies as the sociomoral core of the science program to best facilitate active problem solving and raise moral issues. Article 6 presents a year-long unit on Woodland Indians as an example of a social studies core for third grade. Suggested activities include planting and harvesting corn, reading Indian literature, wearing Indian clothing, and researching other tribes. Article 7 offers similar themes, projects, and stories valuable in introducing a unit on the Middle Ages to fifth graders. Finally, Article 8 considers ways in which children can become historians through such activities as reading historical fiction; old journals and letters; discussing legends; and interviewing old timers. Also provided are three circular charts presenting sample social studies core units and ideas for incorporating other subject areas into the social studies core. (LH)

ED 233 945 SO 014 952

Graves, Norman J.
Geography, and the Quality of Life.
International Council of Scientific Unions, Paris (France). Committee on the Teaching of the Science.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Educational Objectives; Elementary Secondary Education; *Environmental Education; *Geography Instruction; Higher Education; *Physical Environment; *Quality of Life; *Research Projects

After a brief examination of the concept of "quality of life," the paper explores research related to the concept in geography, the environmental education movement, and problems involved in implementing relevant programs. It is suggested that "quality of life" is a shifting concept. At a basic level it is concerned with conditions that make survival possible; as one moves up the income scale, the concept relates to various conditions which enhance the environment in a social and aesthetic sense. A brief overview of current related work in geography focuses on peoples' perceptions of natural hazards; a model, for decision-making purposes, to measure objectively the value of a landscape; and studies of general environmental processes. The section on environmental education points out that teachers of geography at all levels have begun to slant some of their work toward the objectives of environmental education with a goal of helping students develop an environmental ethic. Problems in implementing programs are noted: teaching about the quality of life involves a wide range of disciplines; a multi-disciplinary topic involves cooperation among teachers, departments, and students; and teaching about the quality of life may be considered an unnecessary luxury given the economic situation of the 1980s. (KC)

ED 233 959 SO 014 992

Seller, Maxine S.
Dr. Clarke vs. the "Ladies": Coeducation and Women's Roles in the 1870's.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Coeducation; *Educational History; Females; Higher Education; Males; *Sex Differences; *Sex Discrimination; Sex Role; *Theories; United States History; *Womens Education
IDENTIFIERS- Clarke (Edward H)

Negative reaction to the theories forwarded in Dr. Edward H. Clarke's 1873 treatise against coeducation, "Sex in Education or A Fair Chance for the Girls," has been largely neglected. The book appeared at a time when conspicuous numbers of women were extending their activities by campaigning for suffrage; working in factories, schools, and medicine; and entering public high schools and universities. Clarke suggested that women who engaged in sustained vigorous mental activity, studying in a "boy's way," risked atrophy of the uterus and ovaries, masculinization, sterility, insanity, even death. Coeducation was seen as impractical since young women should study no more than four hours each day, with a total remission during the menstrual period, a regime which would be emasculating to boys. Critics of "Sex and Education" pointed to Clarke's faulty methodology and lack of statistics. They presented an impressive array of evidence against his theories: case studies, letters from authorities, and data on the health, career patterns, marriage rates, and fertility of women who had attended college. They argued that coeducation promoted healthy, realistic relationships between women and men, was less expensive and more practical than separate education, and had proven effective and beneficial. However, his theories were used in the decades that followed, not only by opponents of coeducation but also by opponents of the extension of women's roles in other areas. Critiques were not widely circulated or reviewed, nor were any printed in more than one edition. (KC)

ED 233 562 FL 013 652

Kennedy, Chris
Language Planning.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)
DESCRIPTIONS- Bibliographies; Bilingual Education; Educational Policy; *Language Planning; Sociolinguistics; Surveys

An overview of the field of language planning and an updated bibliography are presented. Language planning is defined as the planning of deliberate changes in the form or use of a language or language variety and viewed as a subdiscipline of sociolinguistics. Among the topics discussed are the scope of language planning, an ideal language planning program, aims of language planning, types and levels of language planning, the role of the linguist in language planning, language planning surveys, implementation and evaluation of language planning, bilingual education, and educational policy. (RW)

ED 233 639 HE 016 427

Responding to Qualitative and Political Issues: Proceedings of the Annual Forum of the Association of Institutional Research (Denver, Colorado, May 16-19, 1982). AIR Directory, 1982-83.
Association for Institutional Research.
PUB DATE- Apr 83
AVAILABLE FROM- Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reference Materials - Directories/Catalogs (132) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Abstracts; College Administration; Computer Oriented Programs; Decision Making; Directories; Educational Quality; Federal Aid; Federal Government; *Government School Relationship; *Higher Education; Information Systems; *Institutional Research; *Political Influences; Professional Associations; *Public Policy; State Government; Technology Transfer
IDENTIFIERS- AIR Forum; *Association for Institutional Research; Bylaws

Proceedings of the 1982 forum of the Association for Institutional Research (AIR) and the 1982-1983 AIR Directory are presented. Titles and authors of general session addresses contained in section 1 are as follows: "On Quality: The Federal Connection" (David Pierpont Gardner); "New Initiatives of State Policy in Higher Education" (George B. Weathersby); "Applications and Implications of Information Technology" (Louis Robinson); "Making Informed Decisions about Computing" (Frederick A. Gross); and "The Political Nature of Institutional Research" (William L. Tetlow). Additional contents include a list of program participants and contributors and abstracts and summaries of contributed papers, seminars, symposia, panels, workshops, and special interest/regional group meetings. In section 2, the AIR Directory lists members alphabetically and by state, province, or country, and institutional affiliation. AIR committees and affiliated regional/special interest groups are also identified, and the following governance documents are presented: constitution and by-laws, guidelines for awarding distinguished membership, emeritus membership, and outstanding service commendations. Minutes of the 1982 annual business meeting are included. (SW)

Mills, Miriam K.
Computer Conferencing for the Third World: Roadmap for the Future.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Change Strategies; *Developing Nations; *Distance Education; International Organizations; *Labor Utilization; Problems; Technological Advancement; Technology Transfer; Telecommunications; *Teleconferencing
IDENTIFIERS- Electronic Information Exchange System

This paper considers the potential utility of computer conferencing for the Third World. A brief description of an example of a computer conferencing system, the Electronic Information Exchange System (EIES) based at the New Jersey Institute of Technology, is provided. International discussions on telecommunications and some of the activities of multinational organizations which affect the extension of technology to developing nations are noted, as well as technical constraints on the extension of telecommunications technology. Applications of computer conferencing to education, employment, and information transfer are described, and there is some consideration of the social consequences of the introduction of such a program. General guidelines for the future implementation of computer conferencing are also given. A 26-item bibliography concludes the paper. (Author/ESR)

ED 233 769 JC 830 411

Anderson, William
Vocational Education Advisory Committees.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Advisory Committees; *Community Colleges; *Program Development; *Program Evaluation; Regional Programs; School Districts; *Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS- *California

Currently, all California community college districts are required by state and federal legislation to maintain at least one vocational education local advisory council. The degree of effectiveness and utilization of these councils varies greatly from district to district, as does the frequency of meetings and number of councils within a district. In an effort to improve the effectiveness of planning and increase the involvement of business in educational planning and program evaluation, the Chancellor's Advisory Committee on Vocational Education and the Governor's Vocational Education Committee developed a proposal for establishing advisory committees for program, district, and regional levels, thereby integrating all levels into the planning and evaluation process for vocational education and employment training programs. A concept paper developed by this group for consideration by the Board of Governors of the California Community Colleges is presented. The concept paper highlights the role and purposes of program evaluation committees in evaluating standards, space, and facilities; assessing student outcomes, instructional materials, and instructional staff skills; submitting annual reports; and recommending new programs. In addition, the paper proposes the development of district advisory committees on vocational education and regional community college vocational education committees, establishing purposes, membership, and meeting guidelines for both groups. (HB)

ED 233 797 PS 013 759

Rondeau, Cari
The Efficacy of Reward vs. Punishment: A Comparison of Two Cottage Units. Monograph Series No. 2:3/83.
Childhelp U.S.A./International, Beaumont, CA.
PUB DATE- Mar 83
AVAILABLE FROM- Childhelp U.S.A./International, 14700 Manzanita Park Road, P.O. Box 247, Beaumont, CA 92223 (Free of charge).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Art Activities; *Art Therapy; *Child Abuse; *Children; Comparative Analysis; *Cooperation; *Positive Reinforcement; Prosocial Behavior; Residential Care
IDENTIFIERS- Participant Observation

Of general interest in this study comparing two cottage-home art therapy groups was the question of whether or not a token reward system would increase children's cooperative behaviors and art production. Participants in the study were residents at a treatment facility for abused children. Cottages differed in the responsiveness of residents to the art therapy setting and in the extent to which punishment was used generally to control the children. In the course of conducting art therapy sessions, the therapist established a token economy to manage children's behavior in a positive way. To assess the effectiveness of the reward system, several categories of observational data were collected over a period of 20 weeks. Data included records of token rewards given and art products made. Generally, results indicated that while the reward system worked well in both groups, it was more effective in the reward-oriented cottage than in the cottage in which punishment was more likely to occur. (RH)

ED 233 858 RC 014 290

Kuvlesky, William P.
Dimensions of Value Diversity among Lower Class Mexican Americans from South Texas: A Metropolitan-Nonmetropolitan Comparison.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Acculturation; Anglo Americans; Behavior Theories; *Cultural Differences; *Cultural Influences; Educational Policy; Ethnic Bias; *Ethnic Stereotypes; Family Relationship; *Mexican Americans; Religious Differences; Rural Urban Differences; Sex Role; Social Attitudes; *Social Bias; Social Science Research; Social Theories; *Social Values; Youth
IDENTIFIERS- *Texas (South)

The thesis that Mexican Americans share a monolithic, "pathological" subculture that causes difficulties Mexican American children may have in adapting to Anglo society is challenged, using data from studies of Mexican American families and youth. Origin of the theory that all Mexican Americans share a negative subculture is detailed, and influence on educational policies noted. Findings from Texas A & M studies (15 years of research on Mexican American youth and a 1978 study of 172 lower class Mexican American households in Cameron and Brooks counties, South Texas) indicate dramatic variability among Mexican Americans in family structure/practices, language usage patterns, ethnic label preferences, life goals/aspirations, desires for community improvement, and religious participation/practices. A synthesis of findings from the South Texas study concludes that Mexican Americans show marked value diversity (sometimes polarized into opposing valuation positions) concerning family and kin, gender roles, religiosity, and social conservatism vs. liberalism. The clearest case of value consistency was an almost universal desire for structural assimilation with Anglos across a wide variety of social contexts, although many would also wish to maintain distinctive ethnic cultural traits such as Spanish-English bilingualism. Metro-nonmetro differences in value diversity are judged to be of minor significance. (MH)

ED 233 872 RC 014 312

Petracek, Rosalie; And Others
Teton Sioux Culture through Literature and Writing.
Nebraska Univ., Lincoln. Curriculum Development Center.; Nebraska Univ., Lincoln. Nebraska Curriculum Inst. on Native American Life.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 79
AVAILABLE FROM- Nebraska Curriculum Development Center, Andrews Hall 32, University of Nebraska, Lincoln, NE 68588-0336 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adjustment (to Environment); *American Indian Culture; *American Indian History; American Indian Literature; American Indians; Beliefs; Cognitive Development; Cultural Awareness; *Cultural Education; *Individual Differences; Individualized Education Programs; Junior High Schools; Junior High School Students; *Language Arts; Lesson Plans; Units of Study
IDENTIFIERS- *Teton Sioux (Tribe)

In addition to providing initial exposure to Native American culture, this junior high school curriculum unit is intended to help students improve their composition and thinking skills. The students' cognitive task is to recognize that groups are composed of individuals and that individual group members are different from their groups in the same way that students are different from their cultural groups. The unit aids the student in the task because it is intended for individualized study designed in part by the student. In the course of the unit, students gain practice in planning, composition, grammar, handwriting, reading, and research skills. The unit begins with a teacher sheet that provides an overview of goals and presents an outline for classroom organization. A lesson follows that preassesses student attitudes, writing skills, self-expression, and interests to determine which subsequent lessons should go into each individual study plan. The lessons focus on adaptation, belief, and belonging, and lesson topics include the migrations, economics, world view, leadership, extended family, education, and history of the Teton Sioux. Each lesson plan includes an assignment and a list of specific activities for students to complete. Activities include reading for information, creative and report writing, summarizing, and map and chart making. The unit includes many of the essays that students are required to read and the study guides that students are required to complete after the reading. (SB)

ED 233 625 HE 016 048

Jones, George W.; And Others
Standards for Religious Programs.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Church Related Colleges; *Church Role; Ethics; Guidelines; Higher Education; Moral Values; *Religion; Standards; *State Church Separation; *State Colleges; *Student Development
IDENTIFIERS- *Campus Ministry

Standards and interpretive guidelines for religious programs at colleges and universities are presented. Religious programs assist students to achieve religious development through: (1) the articulation of a personal philosophy of life; (2) acquisition of skills and knowledge needed to address issues of values, ethics, and morality; and (3) an understanding of the interaction of faith, intellectual inquiry, and social responsibility. Religious programs also provide an institutional forum for dialogue between representatives of the religious and the secular. While church-related institutions may state a preference for a particular faith or church, public institutions cannot give any preferential treatment to a particular religion or faith. Provisions for religious programs on a public campus must be made through cooperation with noncampus agencies that may legally provide such services and programs. In addition to religious services and activities, institutions may provide counseling services to promote spiritual or religious growth. Private institutions may provide facilities to suit the purpose of a religious group, but public campuses that provide space for a specific religious group must be reimbursed for its expenses. Additional standards and guidelines are presented for staff, activities, facilities, and finances. (SW)

ED 233 828 RC 014 058

Edeburn, Carl E.
High School With Options. An Analysis of the Data for 1973-74.
PUB DATE- 74
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Attitude Change; Educational Attitudes; Educational Improvement; *Educational Innovation; Educational Objectives; Evaluation Methods; High School Students; Interpersonal Relationship; Minicourses; Program Evaluation; *Rural Schools; Secondary Education; *Secondary School Curriculum; Self Concept; Sex Differences; *Small Schools; *Student Attitudes; Student School Relationship; Student Teacher Relationship

The High School with Options program, using the mini-course approach, was designed for a small (250 students) rural high school in Wessington Springs, South Dakota, which wished to take better advantage of small enrollment, expand curriculum to meet educational needs/interests of students, and provide opportunity for increased involvement of parents and students in structuring students' educational programs. First-year objectives (1973-74), to be measured by standardized pre- and post-tests, were for participating students to show: (A) significantly higher self-concept; (B) more positive attitude toward school; and (C) more positive attitude toward school subjects. Growth in self-concept relative to peer group, family, and in general was indicated for objective A. For objective B, growth in attitude toward teacher authority/control and learning was evident, but not in attitude toward teacher (mode of instruction), teacher (interpersonal relationships), school social structure, or other students. Tests for objective C evidenced: growth in attitude toward English, vocational education, and physical education; limited growth in attitude toward mathematics, foreign language, fine arts-music, science; and no growth in attitude toward social studies. Areas of concern requiring further attention were the limited growth in attitude toward: teacher (interpersonal relationships); other students; mathematics, social studies and science. (MH)

ED 233 886 SE 042 793

Heller, Joan I.; And Others
Toward Theory-Based Instruction in Scientific Problem Solving.
California Univ., Berkeley.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jun 83
GRANT- SED-79-20592
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Artificial Intelligence; Cognitive Processes; *College Science; Educational Research; Higher Education; *Instructional Design; *Mechanics (Physics); *Models; Physics; *Problem Solving; Science Education; *Science Instruction; Skill Development; Teaching Methods
IDENTIFIERS- National Science Foundation; *Science Education Research

Several empirical and theoretical analyses related to scientific problem-solving are reviewed, including: detailed studies of individuals at different levels of expertise, and computer models simulating some aspects of human information processing during problem solving. Analysis of these studies has revealed many facets about the nature of the knowledge required for solving problems in complex subject-matter domains. In addition, the analyses have provided detailed descriptions of the performance of problem solvers at "novice" and "expert" levels. Although these descriptive analyses are intended to document and explain naturally occurring performance, a prescriptive approach could be used to identify effective problem-solving methods that might be "prescribed" to students. The nature of and major steps in such a prescriptive model and results of empirical tests of the model are discussed. Steps include specification of applicability, formulation of a model of good performance, elaboration of the model, measures to ensure implementability, and controlled experiments. Relevance of the model as well as instructional implications (reasonable conclusions about both what to teach and how that information should be taught) are addressed. Making tacit processes explicit, getting students to talk

about processes, providing guiding practice, understanding/reasoning processes are among the strategies suggested. (JN)

ED 233 915 SO 013 622

Cook-Gumperz, Jenny; And Others
School/Home Ethnography Project. Final Report.
California Univ., Berkeley.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
GRANT- NIE-G-78-0082
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Academic Achievement; *Classroom Environment; Cultural Background; Discourse Analysis; Educational Research; Elementary Education; *Ethnic Groups; *Ethnography; Family Characteristics; *Minority Groups; Peer Groups; *Student Teacher Relationship

Ways in which classroom learning environments contribute to the failure of modern school systems to serve ethnic and minority groups in large urban centers are analyzed in this ethnographic study. The study, which took place in the elementary schools of the Berkeley Unified School District, consisted of collecting ethnographic information on the school setting, classroom interaction, student family and cultural background, and peer networks; selection of key episodes; conversational-linguistic analysis of episodes; and search for comparative ethnographic data and conversational data to test the assumptions of the research. Thus, the research consisted of a comparative study within classrooms with a focus on children in high and low reading groups and between home and school. Results of this and other studies are summarized within six categories: learning and teaching as an interactive process, differential access to learning opportunities, oral and written schemata, social network influences on school children, informal learning in home and school, and methodological observations on ethnography and natural experiments. Appendices, which form the major portion of the document, include additional notes on the collection of data, several transcripts of conversations, outlines of typical days in various grades, and several research papers related to the topic of this study. (KC)

ED 233 563 FL 013 858

Knowles, John K.
The Old Brain, the New Mirror: Matching Teaching and Learning Styles in Foreign Language Class (Based on Neuro-Linguistic Programming).
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Style; Individual Differences; *Neurolinguistics; *Second Language Learning; Teaching Methods

The process of matching teaching materials and methods to the student's learning style and ability level in foreign language classes is explored. The Neuro-Linguistic Programming (NLP) model offers a diagnostic process for the identification of style. This process can be applied to the language learning setting as a way of presenting material to the whole class and also as a way of creating new strategies for a mismatched student. Each student has unique resources or strategies for transforming sound into purposeful communication through the process of meaningful association. NLP bases its model on the tenet that experience precedes language, similar to the language acquisition process of children. The relationship between the sensory experience which evokes an object and its name must be identified as the channel through which the individual learns language. Examples are given of the application of NLP to students who use the visual and kinesic channels of experience for learning language. (RW)

ED 233 580 FL 013 880

Mulford, Randa
Semantic and Formal Factors in the Comprehension of Icelandic Pronoun Gender
Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Jul 83
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Child Language; Grammar; *Language Acquisition; *Pronouns; Sex; Syntax; Young Children
IDENTIFIERS- Iceland; *Icelandic

The performance of Icelandic-speaking children on the comprehension of Icelandic pronoun gender was investigated. Eignty children ranging in age from 4-8 years were tested. It was hypothesized that if children rely primarily on formal information for determing grammatical gender, they should perform equally well on both natural and syntactic gender and on both familiar and unfamiliar words when equivalent formal information is available. The results failed to replicate an earlier study of German-speaking children and failed to confirm the hypotheses. The children's performance was significantly better on natural gender than on syntactic gender, and on familiar syntactic gender as opposed to unfamiliar syntactic gender. The results also indicate that formal information about noun gender alone was not useful to Icelandic children in assigning gender to nonsense words before the age of 7 years. The contradictory results in relation to the German study are attributed to differences between the noun endings and developmental patterns for gender of the two languages. (RW)

ED 233 697 IR 010 787

The Process of Technological Innovation: Reviewing the Literature.
National Science Foundation, Washington, D.C.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Government Role; *Individual Activities; Industry; Literature Reviews; Organizational Climate; *Organizations (Groups); Research and Development Centers; Research Utilization; School Business Relationship; *Technological Advancement; *Technology Transfer
IDENTIFIERS- *Innovators; *Technological Change

This review of literature concerned with technological innovation and innovation process research is divided into five general parts. Part I defines basic concepts and terms and outlines major analytical themes. Part II develops the individual and organizational dimensions within which innovative activities take place. In Part III, the sequence of events from technology generation to implementation and dissemination is described, and strategic options available to organizations in the management of innovation are discussed. An assessment of the role of government in affecting organizational technology is provided in Part IV and Part V presents a list of conclusions drawn from the review. These conclusions focus on the stages of innovation, the social units involved in the innovation process, perceptions of innovation by technology producers and users, indices of innovation, uncertainty about new technologies, the relationship between innovation and organizational size and structure, innovation in public and private sector organizations, characteristics of innovative individuals, the relationship of the research and development (R&D) function to innovation, the implementation of innovation, technology transfer, university/industry research interactions, the innovativeness of small high-technology based firms, and the effects of regulation and other government policies on innovation. An extensive list of references concludes the publication. (ESR)

ED 233 712 IR 020 006

McCarty, Henry R.
Teleconferencing - A Cost-Effective Communications Service.
San Diego County Dept. of Education, Calif.
PUB DATE- Nov 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Consultation Programs; *Cost Effectiveness; Elementary Secondary Education; Essays; Inservice Education; Organizational Effectiveness; *Teleconferencing; Telephone Communications Systems; Television
IDENTIFIERS- California (San Diego County); PF Project

Teleconferencing is an effective and cost-efficient means of providing the staff of the school district access to consultants and inservice programs. Teleconferencing differs from televised programs in that it is interactive, allowing participants in a conference or program to be in different places, yet still communicate. Experience at the San Diego County teleconferencing network has shown this to be a viable alternative to traveling great distances to a central location. With teleconferencing, there is no valid excuse for a staff member to miss an important presentation. The four levels of teleconferencing are: (1) telephone-to-telephone conferencing; (2) televised transmission with telephone feedback to the studio; (3) televised transmission with telephone linkages to all the participating sites; and (4) two-way video conferences. In order for teleconferencing to work and be cost-effective, good management principles must be observed, including assigning a person at each

site to prepare and conduct sessions and to serve as liaison. (DC)

ED 233 742 IR 050 396

Computer Use in Massachusetts Libraries. December 1982.
Massachusetts Board of Library Commissioners, Boston.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Cataloging; *Computers; Indexing; Interlibrary Loans; *Library Administration; *Library Automation; Library Circulation; *Library Services; Library Surveys; Library Technical Processes; Online Systems; Questionnaires; Reference Services; Tables (Data); *Word Processing
IDENTIFIERS- *Massachusetts

In November 1982, questionnaires were sent to 1400 public, secondary school, academic, and special libraries in Massachusetts to determine their use of computers for various activities. Of the 778 respondents, 282 (36.2%) reported automation of some kind and an additional 105 (13.5%) indicated that they were planning some automation within a year. This document is a summary report of the study. It includes a matrix by function and by library, indicating the use of computers for acquisitions, cataloging, serials operations, production of union lists, indexing, circulation, maintenance of information and referral files, interlibrary lending, online searching of remote databases, direct patron use, word processing, administrative activities, and other activities. It also indicates whether a library plans to begin, change, or extend automated functions. The matrix is arranged alphabetically by municipality, with additional indexes by institution and by type of library provided. A description of study purposes and methodology and a brief analysis of findings are also provided. It is noted that complete survey findings have been entered into a computerized database, known as "Autosurv," on an Apple II+ microcomputer. The report concludes with a sample questionnaire, and instructions and a sample request form for obtaining further information on survey results using the "Autosurv" database. (ESR)

ED 233 783 PS 013 193

Chance, Paul
Learning through Play. Pediatric Round Table: 3.
Johnson & Johnson Baby Products Co., Skillman, NJ.
REPORT NO.- ISBN-0-931562-02-3
PUB DATE- 79
AVAILABLE FROM- Johnson & Johnson Baby Products Company, Professional Relations Department, Grandview Road, Skillman, NJ 08558 (Paper, $6.00, plus $1.00 shipping. Entire set of 9 booklets, $45.00, plus $3.00 shipping).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTIONS- *Child Development; Childrens Games; Early Childhood Education; *Evaluation Criteria; *Intervention; *Play; Theories; Toys; *Young Children

Summarized in this volume are concepts, presented and developed at a roundtable discussion by scientists and child health professionals, focusing on aspects of children's play behavior. Participants sought to answer three questions: (1) What is play behavior and what is known about it? (2) How does play contribute to infant and child development? and (3) How can the quality of children's play experiences be improved? In answering these questions, participants discussed types and characteristics of play and reported contributions of play to children's physical, cognitive, emotional, and social development. Ways society benefits from play were noted. Also discussed were criteria for evaluating play and ways of improving play situations through the provision of appropriate playthings and sensitive adult intervention. The importance of taking into account individual developmental differences when evaluating children's play behavior was pointed out. The concluding section of the summary mentions additional related resources. (RH)

ED 233 901 SE 042 812

Hardeman, Carole Hall; Laquer, Barbara T.
Math and Careers. Module 1. MATHCO Teacher's Guide.
Oklahoma Univ., Norman. Southwest Center for Human Relations Studies.
SPONS. AGENCY- Women's Educational Equity Act Program (ED),
Washington, DC.
PUB DATE- 82
AVAILABLE FROM- WEEA Publishing Center, Education Development Center, Inc., 55 Chapel St., Newton, MA 02160. Cassette and filmstrip also available for each module.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Audiovisual Aids; *Career Awareness; Elementary Secondary Education; Equal Education; Filmstrips; Interdisciplinary Approach; Junior High School Students; *Mathematics Anxiety; *Mathematics Education; Mathematics Instruction; *Middle Schools; *Sex Bias; *Sex Fairness; Teaching Guides
IDENTIFIERS- *MATHCO

MATHCO is a motivating series of audiovisual and print materials designed to overcome the negative effects of sex bias and stereotyping on the attitudes, interests, and aspirations of girls toward mathematics and mathematics-related careers. The materials teach mathematics skills, demonstrate relationships between mathematics and other subjects, and provide exposure to mathematics-related careers. They are useful for boys as well as girls at the pre- and early-adolescent stage; they are both multiethnic and nonsexist in text and illustrations. Following a summary of materials, program objectives, how to use MATHCO, and a sample time line, background information on sexism in schools, sex stereotyping in mathematics textbooks, teacher behaviors, and other factors affecting the mathematics attainment of females is given. Mathematics anxiety and avoidance is discussed, as are sex-related differences in achievement and performance. What teachers can do is noted. Module 1 is then developed, with an overview, an audiovisual script, a questionnaire with a prediction guide, and suggestions for displaying wall charts. (MNS)

ED 233 596 FL 013 904

Wightman, Margaret
The French Listening Comprehension Skills of Grade 6 English Program Students; Second Year of Testing. Research Report 81-10.
Ottawa Board of Education (Ontario). Research Centre.
PUB DATE- Jul 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Education; *Fles; Foreign Countries; *French; Grade 6; *Listening Comprehension; *Listening Comprehension Tests; Listening Skills; Program Evaluation; Second Language Learning; Second Language Programs
IDENTIFIERS- Ontario (Ottawa)

The results of a revised French listening comprehension test for grade 6 students are reported. The original French comprehension test consisted of 150 items presented by cassette recording. Based upon the results of the 1980 experience, test items were changed to increase the test's objective goals. A further reason for modification was the publication of the Ontario Ministry of Education Curriculum Guideline for Core French Programs. Following an evaluation based on test difficulty, index of discrimination, distribution of responses across item distractors, placement of material in the Ministry guidelines, and variety of material, a total of 88 items were not changed, an additional 17 items were retained after changes were made to either the text or the illustrations, and 5 completely new items were added. In 1981, the revised test was administered to all grade 6 Core French students in the Ottawa program. The overall mean score for 1981 was 70.3 percent whereas in 1980 it was 63.1 percent. For items that appeared in both years the difference was a two percent improvement. Overall, students understood a large proportion of individual words and simple sentences drawn from a fairly basic vocabulary. It is concluded that the revised test of French listening comprehension appears to be an appropriate instrument for testing listening skills at the grade 6 level. (RW)

ED 233 611 HE 014 588

Lindley, Robert M., Ed.; And Others
Higher Education and the Labour Market. SRHE Monograph 43.
Society for Research into Higher Education, Ltd., London (England).
REPORT NO.- ISBN-0-900868-83-X; SRHE-M-43
PUB DATE- 81
AVAILABLE FROM- Society for Research into Higher Education, University of Surrey, Guildford, Surrey GU2 5XH England.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTIONS- Cooperative Programs; Educational Policy; *Education Work Relationship; Employer Employee Relationship; Employment Patterns; *Futures (of Society); *Higher Education; *Human Resources; Industry; *Labor Market; Labor Needs; Recruitment; *School Business Relationship
IDENTIFIERS- *Manpower Planning

This publication is the first from the Leverhulme program of study, which focused on the major strategic options likely to be available to higher education institutions and policy-making bodies in the 1980s and 1990s. It resulted from a specialist seminar on higher education and the labor market. The chapters are: "Employers' Perceptions of Demand" (Laurence C. Hunter); "Technological Manpower" (Derek L. Bosworth); "Response to Change in the United States" (Richard B. Freeman); "Higher Education Policy" (Maurice Peston); and "The Challenge of Market Imperatives" (Robert M. Lindley). Lindley notes that the British higher education system has never come to grips with the role it might play in economic development and examines some areas of need and improvement: the search for more students; the need to get the labor market more involved in the environment of higher education and to get education to respond to market need with qualified persons; the role of higher education in the screening and credentialism process; to encourage industry's role in funding and organizing higher education; and stabilizing the labor market environment. It is concluded that labor market issues have to be handled at a more sophisticated level than the debate about manpower alone. (LC)

ED 233 654 HE 016 534

Snowden, Fraser; Taylor, Maxine
Health and Humanity: Humanities 401 Syllabus.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.; Northwestern State Univ., Natchitoches, La.
PUB DATE- Sep 79
GRANT- EP 0081-79-653
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Age Discrimination; College Programs; Course Descriptions; *Course Objectives; Death; *Diseases; *Health; Higher Education; *Humanities; *Interdisciplinary Approach; *Nursing; Sex Stereotypes; Values Clarification
IDENTIFIERS- *Northwestern State University LA

A syllabus for the "Health and Humanities" interdisciplinary course at Northwestern State University, Louisiana, is presented. An introduction suggests that with the proliferation of technological advances in the field of health care, there is a need for reconsideration of many moral, ethical, legal, and humanistic questions. Information is presented on course objectives and requirements, texts, and grading. Topics, specific objectives, reading assignments, class organization, and discussion questions are given for the following courses: an introduction to the humanities; an overview of the many faces of health and disease; myths, models, and metaphors of health and disease; madness in historical perspective; the impact of scientific thought on the way we define ourselves; values clarification in nursing; stereotypes regarding age and sex; rights and needs of sexual minorities; cultural diversity in nursing practice; a humanistic approach to traditional medicine; the experience of illness; facing death; and the human response to epidemics. For some of these topics, bibliographies are included on monthly magazines, books, basic texts, journals, and other recommended readings. (SW)

ED 233 669 HE 016 607

Keimig, Ruth Talbott
Raising Academic Standards: A Guide to Learning Improvement.

ASHE-ERIC/Higher Education Research Report No. 4, 1983.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-03-977
PUB DATE- 83
CONTRACT- 400-82-0011
AVAILABLE FROM- Publications Department, Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($6.50, nonmembers; $5.00, members).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Academic Achievement; Academic Persistence; *Academic Standards; *College Students; Decision Making; *Developmental Studies Programs; *Educationally Disadvantaged; Educational Objectives; *Educational Planning; Educational Research; Grade Point Average; Higher Education; High Risk Students; Individualized Instruction; Program Evaluation; *Remedial Programs; Student Evaluation; Teacher Role; Teaching Methods

Learning improvement programs for underprepared postsecondary students are reviewed, and a Decision Guide for Effective Programs, which summarizes knowledge needed for decision making, is presented. Research data are analyzed to identify features of learning improvement programs associated with improved grade point average and retention. Successful programs were found to have two broad characteristics in common: comprehensiveness in their support services, and institutionalization into the academic mainstream. The Decision Guide for Effective Programs includes a hierarchy of learning improvement programs that describes and ranks four types of programs: remedial courses, learning assistance to individual students, course-related learning services, and comprehensive learning systems. Twenty-six critical variables for learning improvement are presented in the Hierarchy of Decisions. The possible choices that educators can make for each variable are identified and ranked for effectiveness to increase overall academic achievement. The 26 variables are grouped as decisions relating to goals and rationale, instructional methods and content, institutional policies and standards, professional and paraprofessional staff and roles, and the evaluation of learning improvement programs. A bibliography is appended. (SW)

ED 233 683 IR 010 773

Computer Literacy.
South Carolina State Dept. of Education, Columbia.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Autoinstructional Aids; *Computer Literacy; *Computer Programs; *Computers; Elementary Secondary Education; Glossaries; Programing; Selection; Workbooks

This self-instructional manual presents basic information about computers and their capabilities in a series of lessons, each of which contains a list of learner objectives and a series of true-false self-check exercises. The lessons cover: (1) what a computer is and what it can do, and the reasons why computers are used; (2) computer types and sizes; (3) the growth in the number of computer users; (4) what computer literacy is; (5) the hardware and software components of a computer system; (6) selection of a computer system, including hardware and software selection; and (7) applications and systems software, computer languages, and the development of programs. A brief discussion of trends in the computer industry is also provided, as are a 94-item glossary and a list of the correct answers to the self-check exercises. Supplements describing the history and future uses of computers conclude the manual. (ESR)

ED 233 728 IR 050 367

Needs Assessment Study of Institutional Library Services in the Maryland State Department of Health and Mental Hygiene.
King Research, Inc., Rockville, Md.
SPONS. AGENCY- Maryland State Dept. of Health and Mental Hygiene, Baltimore.
PUB DATE- Jun 80
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Budgeting; *Delinquency; Formative Evaluation; *Institutional Libraries; Library Administration; Library Facilities; Library Personnel; *Library Services; Library Surveys; *Mental Health Programs; Mental Retardation; *Older Adults; Questionnaires; State Aid; Training
IDENTIFIERS- *Library Funding; *Maryland; User Needs

In the fall of 1978, field visits--involving facility tours and interviews with administrators, school and library personnel, and patients--were made to institutions run by the Maryland Department of Health and Mental Hygiene. This department includes the Aged and Chronically Ill, the Juvenile Services, the Mental Hygiene, and the Mental Retardation Administrations. A survey of representative staff members in all administrations was also conducted by written questionnaire. The need for substantial improvements in institutional library services for both staff and residents was noted at most institutions visited. This report describes standards for institutional library services, study methodology and background, and summary findings for each institution. Four alternatives for providing Maryland institutional library services are also described. It is recommended that adequate professional library services, integration of library services at each institution, and trained library staff and volunteers be provided; that the role of the departmental library coordinator be broadened; and that funding for library operations be a budget line item. Further recommendations are made regarding library organization, funding, administration, facilities, staff, and services, and a discussion of implementation costs is provided. Appendices present, on sample forms, a summary of interview and questionnaire responses. (ESR)

ED 233 756 JC 830 331

Hollingsworth, Patricia
An Investigation of Characteristics of Successful Community College Foundations.
PUB DATE- 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Community Colleges; Educational Finance; Fund Raising; *Philanthropic Foundations; *Private Financial Support; *Program Development; *School Community Relationship; Success; Two Year Colleges

Community college foundations came into their own in the mid-1970's as a means of helping colleges achieve their missions and goals through community involvement and alternative fundraising and resource development. By 1978, 546 of 1,037 public community colleges had active or inactive foundations. The literature on these organizations suggests that the characteristics of successful foundations include strong public relations with the community; involvement of community leaders; organized, well-defined planning; a significant amount of funds raised; personal solicitations; a full-time professional assigned to resource development activities; and preparation of a clear and compelling case statement. Based on the experiences of community colleges in California and throughout the country with successful foundations, the folowing conclusions can be drawn regarding their development and organization: (1) legalization is a critical first phase; (2) a needs assessment should be conducted based on the mission and goals of the college; (3) a plan, timetable, and case statement should be developed to obtain funding and resources to satisfy the college's needs; (4) funding sources should be identified and potential donors should be involved; and (5) only campaign methods which maximize foundation objectives should be used. (LL)

Where Have All the Children Gone? A Study of Day Care Cuts in New York State.
New York State Child Care Coordinating Council, Hempstead.; Statewide Youth Advocacy, Rochester, NY.

SPONS. AGENCY- New York State Dept. of Social Services, Albany.
PUB DATE- Jun 83
AVAILABLE FROM- Statewide Youth Advocacy, Inc., 426 Powers Building, Rochester, NY 14614 ($5.00).
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Block Grants; *Day Care; Delivery Systems; *Economically Disadvantaged; *Financial Support; *Government Role; *Public Policy; State Aid
IDENTIFIERS- Aid to Families with Dependent Children; *New York; Social Security Act Title XX; *Subsidized Child Care Services

Investigated by this study were effects--at state, county, and family levels--of federal cuts and changes on day care services in New York State, focusing on areas outside New York City. At the state level, the study examined policies shaping delivery of day care services to the poor and state systems for tracking changes in funding and children served. At the county level, the project tested data gathered from the state, examined changes in policies and practices in day care provision, and compared the scope and results of county assessments of the impact of policy changes. (Counties examined in detail were Albany, Broome, Erie, Monroe, Nassau, Onondaga, Rockland, Suffolk, and Westchester.) Finally, the project staff interviewed approximately 35 families to learn how policy changes took effect at this level. Despite limits of time and methods, the study documented a marked decrease in the number of children served as a result of policy and funding changes at the federal, state, and local levels. Also indicated were hardships caused by funding changes and the need for prompt state and local action to aid the poor in securing day care. To that end, seven specific recommendations were directed to the governor and state legislature and to the New York State Department of Social Services. (RH)

ED 233 814 PS 013 815

Weinstein, Claire E.; And Others
How to Help Your Children Achieve in School.
National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 83
CONTRACT- 400-81-0004
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing

Office, Washington, DC 20402 (Stock #065-000-00176-4, $3.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Attention Control; Elementary Secondary Education; Learning Processes; Mnemonics; Notetaking; *Parent Education; *Parent Student Relationship; Student Attitudes; Student Improvement; Student Motivation; Study Skills; Test Wiseness

Parents can make a difference in their children's academic success. Certain skills, attitudes, and behaviors characterize successful learners. Specifically, parents can help their children become more successful students in five ways: (1) to develop better skills for paying attention to school work, parents can use positive self-talk and positive images, questions related to the task, und specific study goals; (2) to improve self-motivation and interest in school work, parents can help children realize that they can improve their school performance if they work at it; (3) to teach techniques for learning and remembering, parents can assist children to ask questions, make inferences, create analogies, find the main idea, and categorize information; (4) to encourage study and note-taking skills, parents can help children find a place and time for studying, preview the material, read and generate thoughts, take notes, and self-test; and (5) to improve test-taking ability, parents can redirect children's attention away from fear of failure and toward productive ways to do well on the test. (BJD)

ED 233 844 RC 014 274

Winchell, Dick G.
Ethnographic Description As a Tool in Humanistic Geography: A Native American Case Study.
PUB DATE- Apr 82
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- American Indians; Basketball; Case Studies; Community Relations; *Community Study; Cultural Background; *Ethnography; *Human Geography; Information Sources; Network Analysis; *Research Methodology; *Reservation American Indians; Residential Patterns; *Social Networks; Space Utilization; Youth
IDENTIFIERS- *Yavapai (Tribe)

Humanistic geography is similar to ethnography in that both are concerned with describing actions and events in terms of their meaning to those experiencing them; humanistic geography is particularly concerned with understanding subjective social space: space as perceived by members of particular human groups. A humanistic geography case study, describing two taxonomical structures of spatial activity, basketball and "staying places," is derived from field work using ethnographic methods in a Yavapai reservation community near Phoenix. The recreation area in the community includes a basketball court which serves as the central element of social space for Yavapai youth, as activity there involves much more than basketball; the court is the focal point of information about activities, spatial movement of people, and overall community awareness. "Staying places," a concept alien to Anglo culture, describes a wide range of options for an individual's place of residence, not necessarily his "home," and may include places on-reservation, on other reservations, or in non-Indian communities. Ethnographic analysis of an individual's "staying places" and reasons for moving between them reveals an associational network in which individuals can exhibit considerable spatial mobility while maintaining a cultural and community sense of stability. (MH)

ED 233 931 SO 014 822

Harty, Sheila, Comp.
Alternative Resources for Curriculum Balance in Nutrition, Economics, Energy, Environmental, Consumer & Citizenship Education.
Center for Study of Responsive Law, Washington, D.C.
PUB DATE- 82
AVAILABLE FROM- Center for Study of Responsive Law, P.O. Box 19367,

Washington, DC 20036
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Annotated Bibliographies; *Citizenship Education; *Consumer Education; Controversial Issues (Course Content); *Economics Education; Educational Resources; Elementary Secondary Education; *Energy Conservation; *Environmental Education; Information Sources; Instructional Materials; *Nutrition Instruction; Resource Materials
IDENTIFIERS- PF Project

This annotated directory lists selected informational and educational resources in the subject areas predominant in corporate education efforts. Organized by categories of nutrition, economics, energy, environmental consumer and citizenship education, this list is intended to help provide a balance of resources and perspectives for the classroom teacher when introducing controversial issues. Most of the annotations include descriptions of specific materials available, as well as addresses of the organizations and costs of the materials described. Not all of the sources listed provide curriculum materials; those that do are marked with an asterisk. (DC)

ED 233 946 SO 014 953

Butterfield, Charlie; McCandless, Marjorie
Know Nukes: A Nuclear Power Issues Curriculum Project.
Antioch/New England Graduate School, Keene, N.H.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 82
GRANT- ER-75-005
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Advertising; *Controversial Issues (Course Content); High Schools; Instructional Materials; Learning Activities; Learning Modules; Moral Issues; *Nuclear Technology; *Propaganda; Social Attitudes; *Social Bias; Social Responsibility; Student Attitudes; *Values Clarification
IDENTIFIERS- Persuasive Strategies

Classroom activities are presented to help teachers introduce general controversial issues and specific issues on nuclear power in their high school science, social studies, and English classes. Objectives are to help students understand the various techniques of persuasion; the relationship between bias, persuasion, and fact; how these techniques can serve as foundations for critical thinking; and their own assumptions regarding what is true about nuclear energy. Activities are arranged into two major parts. The first part, focusing on techniques of persuasion, consists of six lessons that present various activities to help students understand how they are influenced by and are able to influence others in subtle ways. In the activities, students examine bias and facts, the appeal of advertisements, techniques of persuasion, propaganda, and specific persuasive techniques used in the nuclear power controversy. The next section, on valuing techniques, presents many activities to help students recognize their personal values and how these values influence rational decision-making. Included are values clarification activities, a five-step value analysis activity, examples of moral dilemmas, and worksheets on how to handle these moral dilemmas. Lessons provide clear directions and are presented in a format that includes worksheets, quizzes, and illustrations. (LH)

ED 233 960 SO 014 993

Turner, Ralph H., Ed.; Short, James F., Jr., Ed.
Annual Review of Sociology. Volume 9, 1983.
REPORT NO.- ISBN-0-8243-2208-8
PUB DATE- 83
AVAILABLE FROM- Annual Reviews, Inc., 4139 El Camino Way, Palo Alto, CA 94306 ($27.00 USA, $30.00 elsewhere).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTIONS- Agriculture; Attribution Theory; Death; Ethnic Groups; Ethnicity; Family Life; Higher Education; Institutions; Neighborhoods; Organizations (Groups); Psychiatry; Research Methodology; Social Change; Social Psychology; *Social Science Research; Social Stratification; *Sociology; Transportation; *Trend Analysis; Urban Areas; Values
IDENTIFIERS- Differentiation; Emotions; Marxian Analysis; Political Sociology; Social Movements

Twenty-six essays describing current research in sociology are included in this publication. The essays fall into 10 categories: differentiation and stratification; political sociology; social processes; institutions; individual and society; formal organizations; urban sociology; theory and methods; sociology of world regions; and historical sociology. Several essays call attention to new ways of thinking that challenge traditional approaches. Examples include the challenge to sociocultural theories of emotion, the resource mobilization theory of social movements, and the exposition of the "new home economics" challenge to traditional family sociology. Some essays highlight developments from outside the sociological mainstream that demand equal time from sociological audiences, e.g., the essay on neo-Marxian urban analysis. Other essays, such as those dealing with attribution and distributive justice, reveal the impact of ideas from neighboring disciplines on sociological theory and research. These and all the other essays reveal the continuing ferment in sociology. (RM)

ED 233 626 HE 016 090

Shattock, Michael, Ed.
The Sturcture & Governance of Higher Education. SRHE Monograph 52.
Society for Research into Higher Education, Ltd., London (England).
REPORT NO.- ISBN-0-900868-91-0; SRHE-M-52
PUB DATE- 83
AVAILABLE FROM- The Society for Research into Higher Education, University of Surrey, Guildford, Surrey GU2 5XH, England (7.35 pounds; members and booksellers, 4.90 pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Accountability; College Planning; Coordination; Foreign Countries; *Governance; Government Role; *Government School Relationship; *Higher Education; *Institutional Autonomy; *Policy Formation; *Regional Cooperation
IDENTIFIERS- *England

The future relationship between the government and higher education institutions in England is addressed in 10 papers from a Leverhulme seminar of the Society for Research into Higher Education. Major seminar themes included the role of the state in directing higher education, the need for institutional autonomy, the balance of powers between central and regional bodies, and policy making. Recommendations are included concerning the following: institutional autonomy, validation and course controls, regional and local coordination, the University Grants Committee and the National Advisory Body for Local Authority Higher Education, governance in the late 1980s, and policy formation. Titles and authors are: "The Structure and Governance of Higher Education" (Michael Shattock); "Governing the Higher Education System" (Burton R. Clark); "Policy Making and Accountability in Higher Education" (Lord Crowther-Hunt); "Co-ordinating Structures: The UGS and US State Co-ordinating Agencies" (Robert Berdahl); "NAB--An Interim Solution" (John Bevan); "The Council for National Academic Awards" (John Pratt); "The Regional Dimension: Some Considerations from a European Perspective" (Guy Neave); "A Regional Dimension in the United Kingdom" (David Morrell); "Has the Binary Policy Failed?" (Peter Scott); and "Conclusions and Recommendations" (Michael Shattock). (SW)

ED 233 640 HE 016 431

Powell, J. P., Ed.
Higher Education Research & Development, Volume 1, Number 1, 1982.
Higher Education Research and Development Society of Australasia, Sydney. (Australia).
PUB DATE- 82
AVAILABLE FROM- Higher Education Research & Development Society of Australasia, TERC, University of New South Wales, P.O. Box 1, Kensington, Australia 2033 (Back issues, $12.00 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Persistence; Case Studies; Cognitive Style; College Students; Educational History; *Educational Research; Foreign Countries; *Lecture Method; *Postsecondary Education; Productivity; Student Characteristics; *Student Motivation; Study Habits; Teacher Effectiveness; *Time Management
IDENTIFIERS- *Australia; *New Zealand

Five articles on higher education in Australia and New Zealand are presented, along with two review articles. "Australian Higher Education Research and Society. Part I: Post-War Reconstruction and Expansion, 1940-1965" (D. S. Anderson and E. Eton) is a review of research on higher education in Australia and New Zealand since World War II. "Student Motivation and Study Strategies in University and College of Advanced Education Populations" (J. Biggs) describes research on three major motives and three cognate learning/study strategies for two sectors of tertiary education. "Increasing Personal Efficiency: A Case Study" (H. E. Stanton) demonstrates how a poorly functioning academic was helped to successfully reorganize his life and work using time-management techniques. "Learning to Teach" (S. J. Prokhovnik) suggests that lecturing is an art demanding imagination, scholarship, application, and enthusiasm. "Some Alternative Entry Characteristics as Factors in Tertiary Success" (J. R. Lublin) describes research that investigated entry characteristics associated with graduation 5 years later. Finally, review articles of nine books are presented. (SW)

ED 253 713 IR 020 007

Federal Judge Rules Temporary Educational Use of Videotape Copies of Copyrighted Works Illegal.

Phi Delta Kappa, Bloomington, Ind.

PUB DATE- Jun 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080) Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- *Copyrights; *Court Litigation; *Federal Legislation; Federal Regulation; Programing (Broadcast); *Television; *Videotape Recordings

IDENTIFIERS- PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: A federal judge in New York has ruled that, under federal copyright law, a group of Buffalo area school districts cannot videotape the televised works of three filmmakers - even for temporary educational purposes. U.S. District Judge John Curtin's decision deals another blow to the Erie County Board of Cooperative Educational Services (BOCES), which the judge last year said had violated the fair use provisions of the Copyright Act of 1976 by its massive videotaping of copyrighted works. At that time, the judge indicated that some limited or temporary use of the works might be legal. But after considering the potential harm to the markets of Encyclopaedia Britannica, Learning Corporation of America, and Time-Life Films, the judge again sided with the filmmakers. The Erie County BOCES suggested a temporary-use period (during which no royalties would be paid and works could be used and then erased) of one year or 45 days - the latter period recommended by the copyright guidelines of a U.S. House of Representatives subcommittee. But Curtin ruled in "Encyclopaedia Britannica v. Crooks" that no temporary use of the works is permitted under federal copyright law. Among the criteria for judging fair use of copyrighted works is the effect of the use on the owner's potential market, Curtin said. The judge found it significant that all of the 19 works at issue in the case "are available for rental or lease for short- or long-term periods in both film and videotape form" and can be rented for as short a time as one to three days. In addition, the firms offer many types of licensing agreements for schools, Curtin noted. "For these reasons, any temporary use by BOCES of plaintiffs' copyrighted works would interfere with the marketability of these works, and the cumulative effect of this temporary videotaping would tend to diminish or prejudice the potential short-term lease or rental market for these works," Curtin ruled. Although distribution of copyrighted works may be in the public interest when the information is hard to get, he said, "in this case it is evident that copies of the plaintiffs' work may be obtained for short periods through normal channels." The standard for proving violations of the doctrine of fair use is "potential" harm to the copyright owner's market, "but we showed actual harm," said R. William Stephens, attorney for the filmmakers. He labeled the case significant because the defendants who were found liable for damages included BOCES board members and the staff members who copied the firms' works. Curtin assessed damages of $63,500 and an additional $15,000 in court costs against the BOCES defendants, Stephens said. (Author)

ED 233 770 JC 830 413

Murray, Patrick
The Quality Circle and the American Survey: What to Do When You Can't Have Lunch.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Classroom Communication; *Classroom Techniques;
Military Schools; *Participative Decision Making; *Student Participation; *Student Reaction; Student Teacher Relationship; Teaching Methods; *Two Year Colleges
IDENTIFIERS- *Course Development; *Quality Circles; *Valley Forge Military Academy and Junior Coll PA

A quality circle approach was implemented at Valley Forge Military Junior College during two semesters of an American History survey course. Student input into the academic progress of the course was at the root of the quality circle experiment, with students determining the type and frequency of written assignments, course structure, the frequency and content of the lectures, and testing methods. Because students were unable to meet during lunch hours or evenings, the quality circle sessions were held in class, with all 11 to 12 students participating. Decisions made by the group resulted in the reduction of class time devoted to lectures and an increase in discussion time; a change in the location of the class to facilitate discussions; the use of essay examinations for grading; and the development of a class oral history project. In spite of the reservations of some students who felt that class time might be better spent in lecture or discussion than in quality circle meetings and initial reactions from students expecting and accustomed to a more highly structured environment, most students felt positive about the experiment. Benefits of the quality circle approach included an increase in classroom participation from 30% to 75%, increased seriousness of purpose among students, the encouragement of scholarship, and an improvement in student-teacher relations. (LL)

ED 233 829 RC 014 104

Planning Non-Formal Education Projects. The NFE Exchange, Issue No. 24.

Michigan State Univ., East Lansing. Non-Formal Education Information Center.

PUB DATE- 82

AVAILABLE FROM- NFE Information Center, Michigan State University, 237 Erickson Hall, East Lansing, MI 48824, while supply lasts.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Adult Education; Annotated Bibliographies; Community Programs; *Developing Nations; *Educational Planning; Guidelines; *Nonformal Education; Private Agencies; Program Descriptions; *Program Development

IDENTIFIERS- PF Project

The lead article in this issue identifies the components of the planning process for non-formal education (NFE). Examples of five approaches to planning are presented along with factors that may influence NFE project design at the local level. The 61-item annotated bibliography emphasizes documents on local-level planning; however, resources on macro-level planning are also included. Information on private voluntary organizations (non-governmental organizations) is provided. News items and publications of interest are covered briefly in the network news section. (EM)

ED 233 859 RC 014 296

Schnabel, Rudolph K.; Parmee, Edward A.

Understanding Community Development. A Guide for Native American Community Leaders and Professionals. Trainer's Manual. A Training Packet Developed for and in Cooperation with Native American Tribal Leaders.

Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.

PUB DATE- Oct 81

AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($2.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Adult Education; *American Indian Education; American Indians; Case Studies; *Change Agents; *Community Development; Community Involvement; *Community Leaders; Community Planning; Community Problems; Community Programs; Interpersonal Communication; Interpersonal Relationship; Leaders Guides; Needs Assessment; Network Analysis; Professional Training; Questionnaires; Social Networks; Tribes; *Workshops

The trainer's manual, to be used with the participant's manual for a workshop to train Native American community development workers to better understand and carry out their job, sets forth the basic principles and practices of community-centered work and provides guidelines to help leaders/professionals help their communities solve problems they identify. Materials are written in relatively concise and simple terms so that those with English as a second language can more easily understand them. The manual contains general guidelines for the trainer and components on terms fundamental to community development work, the place of people in community development work, the role and problems of the community worker, examples of successful community development programs, community development planning, and community development action. Trainer guidelines cover use of resource persons and facilitators, time schedules, facilities, and equipment (including a checklist), meeting personnel and fellowship needs, supplementary materials or audio-visual aids, and final evaluation and follow-up. Each component includes learning goals, a summary of material found in the participant's manual, suggestions for leading sessions, detailed procedures for the exercises, and answers for some exercises. Components contain notes on strong and weak points of five specific case studies. Pre-course and post-course questionnaires are included. (MH)

ED 233 873 RC 014 313

Bettles, F. M.
Women's Access to Agricultural Extension Services in Botswana.
Ministry of Agriculture, Gaborone (Botswana).
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Agricultural Production; *Delivery Systems; Developing Nations; Economic Change; Extension Agents; Extension Education; *Farmers; Farm Labor; *Females; Foreign Countries; Futures (of Society); *Heads of Households; Males; *Program Evaluation; Rural Development; Rural Economics; *Rural Extension; Rural to Urban Migration; Sex Role; Sex Stereotypes
IDENTIFIERS- *Botswana

Extension services to women in rural Botswana, particularly emphasized since the women's extension program began in 1975, must take into account constraints faced by female farmers, as past development processes have concentrated on male perceptions of concern (the beef industry, modernizing the economy). In Botswana, agriculture has traditionally been the responsibility of women (with men doing the plowing and planting), while men are concerned with the livestock which are wealth/status symbols. Female-headed households, many having inadequate draft animals or labor to do agricultural tasks, are increasing due to lack of income opportunities in rural areas and consequent male out-migration. Since creation of the post of Agricultural Officer/Women's Extension in 1975, efforts have been made to include women in extension services, such as membership on farmers' committees and participation in talks/courses on agricultural topics. Recommendations for the future include expanding the Women's Extension Unit, examining performance of female officers in Agricultural Field Services, making more Agricultural Demonstrators aware of the role women play in rural development, developing projects relevant to women's needs (beekeeping, vegetable gardening, poultry keeping, rabbit keeping, sorghum milling), evaluating/developing women's courses at the Rural Training Center, and increasing liaison with other ministries, non-governmental agencies, and organizations. (MH)

ED 233 564 FL 013 860

Garcia, Eugene E.
Early Childhood Bilingualism, with Special Reference to the Mexican-American Child. First Edition.
REPORT NO:- ISBN-0-8263-0661-6; ISBN-0-8263-0662-4
PUB DATE- 28 Sep 83
AVAILABLE FROM- University of New Mexico Press, Albuquerque, NM 87131 ($24.95 hardback, $14.95 paperback).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Bilingualism; *Child Language; Early Childhood Education; Language Acquisition; *Mexican Americans; Parent Child Relationship; Second Language Learning; Speech Communication

Major concepts and findings related to the acquisition of early childhood bilingualism among Mexican American children are examined. Results are reported for empirical studies of bilingual acquisition, bilingual mother-child discourse, contextual and input parameters, interlanguage transfer, interactional language switching, and bilingual mother-child language acquisition. Among the other issues reviewed are tasks of native language acquisition, second language acquisition, incidence of bilingualism, linguistic input, sociocultural considerations, implications of language transfer for early childhood education, language switching discourse, cognitive development and language, bilingual education, and research considerations. (RW)

ED 233 581 FL 013 881

Pardo, Elly
The Semantics of a Child's Use of Reflexives in Spanish.
Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Jul 83
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; Grammar; *Language Acquisition; *Spanish; *Verbs; Young Children
IDENTIFIERS- *Reflexives

A case study of the use of reflexive constructions by a Spanish-speaking child from age 2;5.2 to 3;5.2 is presented. Sixty hours of audiotaped utterances were recorded monthly over a one year period. The utterances are analyzed in terms of self-induced actions, impersonal constructions, and two-argument predicates. The data show the regular occurrence of adult reflexive patterns in the child's speech but with errors and restricted uses that indicate incomplete comprehension of the constructions. It is suggested that by age 3;6, the child is using reflexive constructions with only a prototypical meaning. This prototypical usage represents the first developmental stage in the use of the reflexive, the primary function of which is to denote an entity affected by the action mentioned in the verb. However, further meanings of the reflexive which establish a speaker perspective on an event are not fully understood at this stage. (RW)

Prototype Grade-by-Grade Media Skills Continuum.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of School Media Programs.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Audiovisual Aids; Check Lists; Educational Media; Elementary Secondary Education; Information Retrieval; Instructional Program Divisions; *Learning Resources Centers; *Library Instruction; Library Materials; *Library Skills; *Objectives; *School Libraries; *Skill Development

Intended for use as a guide in the preparation of a locally approved media skills continuum, this publication lists skills appropriate for grades K through 12 within five competency goal areas: (1) orientation and organization--the learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collections; (2) selection and utilization--the learner will select and use materials and equipment appropriate to personal needs and classroom assignments; (3) comprehension and application--the learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere; (4) production and presentation--the learner will design, produce, and/or select a variety of media formats to present information; and (5) appreciation--the learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation. Media skills are listed cumulatively within each goal area so that a teacher using the list for any particular grade will be aware of skills already introduced in previous grades. (ESR)

ED 233 784 PS 013 194

Reilly, Abigail Peterson

The Communication Game: Perspectives on the Devevelopment of Speech, Language and Non-Verbal Communication Skills. Pediatric Round Table: 4.

Johnson & Johnson Baby Products Co., Skillman, NJ.

REPORT NO.- ISBN-0-931562-05-8

PUB DATE- 80

AVAILABLE FROM- Johnson & Johnson Baby Products Company, Professional Relations Department, Grandview Road, Skillman, NJ 08558 (Paper, $6.00, plus $1.00 shipping. Entire set of 9 booklets, $45.00, plus $3.00 shipping).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Books (010) Collected Works - Proceedings (021) Reports - Research/Technical (143)

DESCRIPTIONS- *Cognitive Development; Communication Research; Developmental Stages; *Infant Behavior; *Infants; *Language Acquisition; Language Handicaps; Listening Comprehension; *Nonverbal Communication; *Verbal Communication; Young Children

The conferencee discussions and papers presented in this volume reflect the opinions and research of 20 authorities in the field of communication development. These authorities offer new perspectives on nonverbal communication, speech reception and production, and the development of language and thought. To provide a better understanding of language development and disorders, the contents focus on two themes: individual differences among children and connectivity versus discontinuity in development. Chapter I explores social interaction between infant and mother and the manner in which infants regulate these exchanges. Chapter II describes the development of mechanisms of speech by reviewing speech perception and production, the nervous system and motor control, listening skills, and comprehension. The final chapter, on language and thought, offers differing viewpoints on children's thinking processes, provides tables detailing sequential development, and discusses language development in handicapped children. A discussion of results and implications concludes each chapter. (BJD)

ED 233 887 SE 042 794

Strengthening the Government-University Partnership in Science.
National Academy of Sciences - National Research Council, Washington, D.C.
REPORT NO.- ISBN-0-309-03380-2
PUB DATE- 83
AVAILABLE FROM- National Academy Press, 2101 Constitution Ave., NW, Washington, DC 20418 ($14.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- *Accountability; College Science; Costs; Educational Trends; Engineering Education; *Federal Aid; Federal Government; Financial Support; Government Role; *Government School Relationship; Graduate Study; Higher Education; Industry; *Policy Formation; School Business Relationship; Science Education; *Sciences; *Scientific Research; Technology; Universities
IDENTIFIERS- *Indirect Costs

Over the past decade the relationship between the federal government and universities with regard to federally funded scientific research has become increasingly strained. Mounting concern over the deterioration of this relationship and its impact on research led to the formation of the Ad Hoc Committee on Government-University Relationships in Support of Science. This document is the committee's report. The two chapters in part 1 describe a new and independent body: the Forum on Government-University Relationships. The Forum is concerned with science and technology and is designed to improve communication between the partners and to facilitate resolution of the problems they share and will share in the future. The establishment of the Forum is the primary result of the committee's work. The origin and substance of specific issues in government-university relations are discussed in the five chapters presented in part 2. Issues considered are related to: graduate education in the sciences and engineering; research capacity; industry-university relations and the federal interest; cost sharing and indirect costs; and accountability. Judgments and opinions are offered for several issues which may serve to facilitate solutions. (The report includes a summary section highlighting major findings and supporting

documentation in appendices.) (JN)

ED 233 902 SE 042 813

Hardeman, Carole Hall; Laquer, Barbara T.
Patterns, Sequences, and Equations (Math and Language/Fine Arts). Module 2. MATHCO Teacher's Guide.
Oklahoma Univ., Norman. Southwest Center for Human Relations Studies.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- WEEA Publishing Center, Education Development Center, Inc., 55 Chapel St., Newton, MA 02160. Cassette and filmstrip also available for each module.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Audiovisual Aids; Elementary Secondary Education; Equal Education; Equations (Mathematics); Filmstrips; Fine Arts; *Interdisciplinary Approach; Junior High School Students; Language Arts; *Learning Activities; Mathematics Anxiety; *Mathematics Education; *Mathematics Instruction; *Middle Schools; *Pattern Recognition; Sex Fairness; Teaching Guides; Worksheets
IDENTIFIERS- *MATHCO; Sequences (Mathematics)

MATHCO is a motivating series of audiovisual and print materials designed to overcome the negative effects of sex bias and stereotyping on the attitudes, interests, and aspirations of girls toward mathematics and mathematics-related careers. The materials teach mathematics skills, demonstrate relationships between mathematics and other subjects, and provide exposure to mathematics-related careers. They are useful for boys as well as girls at the pre- and early-adolescent stage; they are both multiethnic and nonsexist in text and illustrations. Module 2 focuses on patterns, sequences, and equations in language and fine arts as well as in mathematics. The audiovisual script is included, followed by suggested activities and activity work. (MNS)

ED 233 916 SO 014 591

National Women's History Week Curriculum Guide.
Women's Support Network, Inc., Santa Rosa, CA.
PUB DATE- 83
AVAILABLE FROM- National Women's History Week Project, Women's Support Network, Inc., P.O. Box 3716, Santa Rosa, CA, 95402 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Annotated Bibliographies; Art Activities; Audiovisual Aids; Biographies; Books; Cross Cultural Studies; Dramatics; Elementary Secondary Education; Ethnic Studies; *Females; Feminism; Human Resources; *Interdisciplinary Approach; Learning Activities; Organizations (Groups); Periodicals; Puppetry; Resource Materials; *Sex Role; Slavery; Social Studies; *United States History; *Womens Studies
IDENTIFIERS- *National Womens History Week Project

Designed for elementary and secondary level use, the ideas, materials, and resources in this guide are intended to facilitate teachers' first efforts at expanding the study of women in U.S. history. The cross-cultural guide provides introductory information and suggestions to help develop classroom observances for the National Women's History Week Project. Included in the guide are: annotated bibliographies of guides and references, services and catalogs, records, journals, posters, and other miscellaneous materials; learning activities for grades 1-12; personal and family history questionnaires; two dramatic enactments; arts, research, and discussion ideas; a potpourri of women's historic accomplishments; biographies of seven women; puppet/paper doll cutouts of three women; a biography of Harriet Tubman and a songsheet containing a song sung by slaves using the underground railroad; a scramble puzzle; a sample library bibliography and game; a bibliography of elementary and secondary level books dealing with women's history; and a listing of state and regional sex-desegregation centers. (RM)

ED 233 597 FL 013 906

Wightman, Margaret
The French Immersion Students in Europe: An Informal Report of the Experiences of Several Young Canadians. Research Report 80-08.
Ottawa Board of Education (Ontario). Research Centre.
PUB DATE- Nov 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Acculturation; *Adjustment (to Environment); Elementary Education; Foreign Countries; *French; *Immersion Programs; Second Language Learning

IDENTIFIERS- France

Student adaptation involved in moving from an elementary school in English Canada to a French school in Europe was investigated. Information was gathered from 35 students. About half had gone from an early French immersion program to a French language school in Europe. The others had either attended French schools in Quebec or schools using a language other than English or French. Generally, students from an early immersion program who entered a French school in Europe felt an initial period of language inadequacy. Students with less French background had the greater difficulty in gaining language skills. The key to social adaptation for younger students was making friends. Older students had firmer ties to Canada and less commitment to their new school lives. Canadian children felt themselves to be behind their French peers in many aspects of the academic program. After the initial adjustment period, students tended to make steady gains and reach a fairly high level of competency in French by the end of the year. It was concluded that factors such as age, previous language training, and personality influence the rate of adaptation to schooling in a foreign country. (RW)

ED 233 612 HE 015 503

Overseas Educational Developments, 1981: Mexico, South America, Southeast Asia. A World Higher Education Communique Special Report.
Institute of International Education, New York, N.Y.
PUB DATE- May 81
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Admission; Comparative Education; Developing Nations; *Educational Change; Educational Development; *Foreign Countries; *Foreign Students; Higher Education; Information Needs; *Student Exchange Programs; Student Recruitment; Study Abroad
IDENTIFIERS- *Asia (Southeast); Hong Kong; Indonesia; Malaysia; Mexico; Philippines; Singapore; *South America; Thailand

Educational developments in Mexico, South America, and Southeast Asia are covered in five seminar papers. In addition, country educational profiles are presented on Mexico, Hong Kong, Malaysia, the Philippines, Singapore, Thailand, and Indonesia. In "International Students from Southeast Asia," John F. Brohm considers the following aspects of evaluating Southeast Asian applicants for admission to U.S. colleges: language, financial capability, their local facilities for higher education, the comparability of local and U.S. education, and student motivations. In "Overseas Education: Mexico," Rene S. Greenwald discusses recent political, social, and economic developments in Mexico that have or will have an effect on education, along with the historical relationship between Mexico and the United States and study abroad programs. In "Signs of Revolution in South American Higher Education," Daniel Heyduk reviews changes in South American countries that affect higher education. Joan H. Joshi, in "On the Recruitment of Foreign Students," provides suggestions for institutions regarding what to do before looking abroad for students, what to do during the recruitment process, and what do avoid. Finally, J. F. Brohm discusses the need for literature for foreign students on the quality of U.S. institutions in "Informational Literature on U.S. Educational Institutions for the Foreign Student." (SW)

ED 233 655 HE 016 535

Cross, Thomas B.
Learning without Going There: Education via Computer Tele/Conferencing.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Oriented Programs; Conferences; *Continuing Education; Discussion; *Distance Education; Extension Education; Higher Education; Independent Study; Information Networks; Online Systems; Pacing; *Teleconferencing; Time Factors (Learning)

The value of computer teleconferencing, which enables two or more individuals at two or more locations to communicate, is described. In short, computer teleconferencing brings the expert to the student at a time when the student has time to study, and a person can reenter the system at any time that work and home schedules permit. Once a basic knowledge has been achieved, computer teleconferencing is an ideal medium to discuss refinements or continuing education needs. Industries that utilize computer teleconferencing for business needs can also make educational classes available to employees. Unlike computer-assisted instruction, computer teleconferencing allows for genuine communication between instructor and the student. Additional advantages of this approach include the following: self-pacing means that the learner can organize the work for the most logical presentation and has time for reflection and review; instructions are clearer when written rather than spoken; learning independently increases the possibility for relaxed learning; students can communicate with one another; and improved project tracking becomes possible for both students and teachers. The use of computer teleconferencing for conferences and discussion is also discussed. (SW)

ED 233 684 IR 010 774

Campbell, Patricia B.
Computers in Education: A Question of Access. Access to Computers.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Access to Education; *Computer Assisted Instruction; *Computer Literacy; Elementary Secondary Education; Ethnic Origins; Geographic Location; Limited English Speaking; *Programing; *Sex; *Socioeconomic Status
IDENTIFIERS- Computer Users

Although computer use in a variety of educational environments has grown tremendously in the past five years, issues of who uses the computer and how they use it are arising. Preliminary research indicates that computer access is related to both socio-economic status (SES) and sex, with male students from wealthier school districts being most apt to have access to computers. SES is also related to computer use, with higher SES students being more apt to use computers in creative ways, and low SES students being more apt to use computers for remedial drill and practice. Access to computers is additionally influenced by geographic location, with the least amount of computer usage in the south, and ethnic background, with white native English speakers overwhelmingly predominating as computer users. As computers play an increasing role in society, and as studies provide additional evidence of the positive effects of computers on achievement and motivation, the problems of computer equity must be addressed and solutions found. A 17-item bibliography accompanies this paper. (Author/ESR)

ED 233 729 IR 050 369

Stall, Roy
Occupational Forecasting of Librarians in Australia.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Employment Projections; Foreign Countries; Government Role; *Labor Needs; *Labor Supply; *Librarians; Library Education; Long Range Planning; National Programs; *Occupational Surveys
IDENTIFIERS- *Australia; *Manpower Research

This paper reviews the principal sources and methods used by the Manpower Research and Information Branches of the Department of Employment and Industrial Relations (DEIR) to forecast the over or undersupply of librarians in Australia. After differentiating between manpower policy, planning, and forecasting, the role of the commonwealth government in manpower forecasting and the methodology of government-sponsored occupational research are described, with particular reference to professional librarians. It is noted that DEIR staff use data collected on their own occupational research forms supplemented by material from the Australian Bureau of Statistics (ABS), other government departments, and industry sources to compile information on: (1) workforce estimates; (2) the structure of the workforce; (3) the supply of librarians from training institutions and the percentage of graduates seeking employment; (4) current and future market demand; and (5) changes in demand. The final product of data collection and analysis is described as a prediction of the balance between expected worker supply and demand, made on the basis of a five-point scale ranging from shortage to oversupply. The conclusion to the paper notes that a minor oversupply of professional librarians is predicted in the July 1982 "Employment Prospects by Industry and Occupation," but a reduction in student intake by library schools is not recommended. (ESR)

ED 233 743 IR 050 397

Henderson, Kathryn Luther, Ed.; Henderson, William T., Ed.
Conserving and Preserving Library Materials. Papers Presented at the Allerton Park Institute (Urbana, Illinois, November 15-18, 1981). Allerton Park Institute Number 27.
Illinois Univ., Urbana. Graduate School of Library and Information Science.
REPORT NO.- ISBN-0-87845-0[illegible]7-X
PUB DATE- 83
AVAILABLE FROM- Graduate School of Library and Information Science, Publications Office, 249 Armory Building, 505 E. Armory Street, Champaign, IL 61820 ($15.00 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Cooperative Programs; Laboratories; Library Administration; *Library Materials; *Library Planning; Library Role; National Programs; *Nonprint Media; *Paper (Material); *Preservation; Professional Training; Regional Programs
IDENTIFIERS- *Acid Free Paper; Deacidification; *Printed Materials

Papers presented at the 1981 Allerton Park Institute include: (1) "Conservation: What We should Do Until the Conservator and the Twenty-first Century Arrive," by Robert H. Patterson; (2) "Expanding Preservation Resources: The Corps of Practitioners and the Core of Knowledge," by Pamela W. Darling; (3) "National Preservation Planning and Regional Cooperative Conservation Efforts," by Carolyn Clark Morrow; (4) "Preservation of Paper Based Materials: Mass Deacidification Methods and Projects," by Carolyn Harris; (5) "Preservation of Paper Based Materials: Present and Future Research and Developments in the Paper Industry," by Gerald W. Lundeen; (6) "Preservation of Nonpaper Materials: Present and Future Research and Development in the Preservation of Film, Sound Recordings, Tapes, Computer Records, and Other Nonpaper Materials," by Gerald D. Gibson; (7) "Preservation and Conservation Decisions in the Local Library," by William T. Henderson; (8) "Decisions in Conservation and Preservation in the Conservation Laboratory," by Louise Kuflik; (9) "Role of Commerical Services in Conservation and Preservation," by James Orr (representing library binders), William Anthony (representing hand binders), Leedom Kettell (representing library supply houses), and Anita Werling (representing micropublishers); (10) "Kepler and His Custody: Scholarship and Conservation Policy," by D. W. Krummel; and (11) "The Role and Responsibility of The Library in Preservation and Conservation," by E. Dale Cluff. An introduction by the editors summarizes the contents of the papers. Transcripts of discussions at the conference, biographical information on the contributors of papers, and an index to the proceedings are also provided. (ESR)

ED 233 757 JC 830 356

Morante, Edward A.; And Others
Report to the Board of Higher Education on the Character and Effectiveness of Remedial Programs in New Jersey Public Colleges and Universities in Fall, 1981.
New Jersey State Dept. of Higher Education, Trenton. New Jersey Basic Skills Council.
PUB DATE- 19 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Achievement; College Students; Community Colleges; Grade Point Average; Postsecondary Education; *Program Effectiveness; Program Evaluation; *Remedial Instruction; State Colleges; State Surveys; State Universities; Student Attrition; Student Evaluation; Testing Programs
IDENTIFIERS- *New Jersey

The status of remedial programs in New Jersey's public colleges is analyzed in this report for fall 1981. Following introductory material on New Jersey's basic skills assessment program, the character of the state's remedial programs is examined, focusing on the number of students tested, identification of students needing remediation, placement criteria, enrollment in remedial courses, skills-deficient students in college-level courses, and graduation credits. Next, the report describes the remedial evaluation guidelines developed by the Assessment Advisory Council of the Basic Skills Council (BSC) and the evaluative data provided by the colleges. Finally, findings are presented for the community and state college sectors and Rutgers University and the New Jersey Institute of Technology related to passing rates in remedial courses, attrition, credit ratio, grade point average, pre- and post-testing, and performance in subsequent courses. These findings indicate that: (1) a relatively large number of students, especially those in mathematics courses, did not complete their remedial courses; (2) students who completed their remedial courses persisted in college at the same rate or better than those who did not need remediation; and (3) in general, students who completed their remediation passed their regular courses at the same rate as non-remedial students. The bulk of the report consists of data tables detailing findings by college and sector. The BSC's recommendations concerning remedial education are included. (LL)

ED 233 799 PS 013 780

Hewes, Dorothy W.; And Others
Employers and Families: Strategies for Mutual Benefit. San Diego Symposium (San Diego, California, April 15, 1983). Summary .
San Diego State Univ., Calif.
PUB DATE- 15 Apr 83
AVAILABLE FROM- Dorothy W. Hewes, School of Family Studies, San Diego State University, San Diego, CA 92182-0282 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Compensation (Remuneration); *Employee Attitudes;

*Employer Attitudes; *Employer Supported Day Care; *Flexible Working Hours; *Fringe Benefits; *Job Sharing; Local Issues; Part Time Employment
IDENTIFIERS- California (San Diego County); *National Employer Supported Child Care Project

Pros and cons of family-related benefits from both the employee's and the employer's viewpoints are first delineated in this transcription summarizing symposium presentations. Subsequent addresses focus on (1) the acceptability, availability, and affordability of employer-supported day care (in slide/cassette format); (2) reasons for and ways of providing flexible compensation and benefits; and (3) work time options, including part-time, job-sharing, and flextime employment. Also included are a report on the National Employer Supported Child Care Project and a discussion of child care options for employers and families in San Diego County. (RH)

ED 233 815 PS 013 816

Selman, Robert L.; Demorest, Amy P.
Observing Troubled Children's Interpersonal Negotiation Strategies: Implications of and for a Developmental Model.
SPONS. AGENCY- Foundation for Child Development, New York, N.Y.; National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Apr 83
GRANT- NIMH-K07-MH-00156
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Patterns; *Children; *Developmental Stages; *Emotional Disturbances; Individual Differences; *Interpersonal Competence; Models; Observation; *Psychotherapy; Social Behavior

IDENTIFIERS- *Interpersonal Negotiation Strategies; *Social Interaction

A pair of 9-year-old boys with socioemotional and interpersonal difficulties was observed unobtrusively in 35 weekly hour-long therapy sessions over the course of 2 school years. A transcript/narrative analysis technique was used to identify all interpersonal negotiation strategies each child used within each session. Strategies were classified according to a coding system that simultaneously ordered them according to four developmental levels (0, impulsive-physicalistic; 1, unilateral-coercive; 2, reciprocal-influential; and 3, collaborative-mutual) and two interpersonal orientations (self- and other-transforming). With individual strategies as the basic unit of analysis, strategies in each weekly session were charted according to level and orientation, and summed to show total distributions and trends over time. Results indicated that the predominant level of strategy used by both children was unilateral (level 1) followed for each child by reciprocal (level 2), impulsive (level 0), and collaborative (level 3) strategies. Across time, a trend toward increased use of reciprocal strategies was suggested, although there was wide oscillation in the percentage and absolute use of strategies coded at each level from one weekly session to the next. Different patterns of strategy use were identified for each child. Results were discussed with respect to their implications for using developmental methods and models for clinical purposes. (Author/RH)

ED 233 830 RC 014 105

Linking Formal and Non-Formal Education. The NFE Exchange, Issue No. 23.

Michigan State Univ., East Lansing. Non-Formal Education Information Center.

PUB DATE- 82

AVAILABLE FROM- NFE Information Center, Michigan State University, 237 Erickson Hall, East Lansing, MI 48824, while supply lasts.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Adult Education; Annotated Bibliographies; *Developing Nations; *Economically Disadvantaged; *Educationally Disadvantaged; Elementary Secondary Education; Health Services; Illiteracy; *Nonformal Education; Paraprofessional Personnel; Program Descriptions; Program Development; Rural Education; Work Experience Programs

IDENTIFIERS- *Formal Education; PF Project

The lead article in this issue discusses how linkages at any level from local to national government can help put into practice changing concepts of education and development. The 72-item annotated bibliography and the 12 project descriptions provide resources on the topic of linking formal and non-formal education. Examples from the literature on the roles of paraprofessionals in rural development, literacy, and primary health care are provided and publications which may be of interest are offered in the section of network news. (EM)

ED 233 932 SO 014 884

Smith, Donna Ridley, Comp.
Popular Music: A Selected Bibliography of Materials in the California State University, Sacramento Library. Second Edition. Bibliographic Series No. 22.
California State Univ., Sacramento. Library.
PUB DATE- 83
AVAILABLE FROM- Library, California State University, 2000 Jed Smith Drive, Sacramento, CA 95819 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Discographies; Higher Education; Library Catalogs; Library Collections; Modern History; *Music; *Musicians; Nonprint Media; *Popular Culture; Secondary Education
IDENTIFIERS- Blues Music; Country Music; Folk Music; Rock Music; Soul Music

Over 700 reference materials, songbooks, and recordings on pop, rock, country, folk, blues, and soul music from the 1950s to the present are listed. The bibliography was compiled because the study of popular music is becoming increasingly important to disciplines such as history, communications, and popular culture as well as music. Entries are listed alphabetically by author or artist under the following topics: reference works (encyclopedias, bibliographies, song sources, discographies, record reviews, record charts, and guides to rock collectibles), periodicals, history and criticism, literature by artists, songbooks, and the music business. Information under the topic of the music business includes music publishers' and distributors' addresses, careers in the music industry, and album cover and poster art. Library of Congress call numbers are included with the bibliographical information. An individual artist and group index is included. (KC)

ED 233 947 SO 014 955

Bunge, Frederica M., Ed.; Shinn, Rinn-Sup, Ed.
China, A Country Study. Area Handbook Series. Third Edition.
American Univ., Washington, D.C. Foreign Area Studies.
REPORT NO.- DA-Pam-550-60
PUB DATE- 81
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 008-020-00888-5, $12.00).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTIONS- Agriculture; *Area Studies; *Asian History; *Asian Studies; *Chinese Culture; Communism; Comparative Education; Demography; *Developing Nations; Economics; Educational Practices; Foreign Countries; Geography; Governmental Structure; Industry; International Relations; Military Organizations; *Modernization; National Defense; Non Western Civilization; Politics; Sciences; Social Structure; Social Systems; Technology; Transportation
IDENTIFIERS- *China; Chinese Communist Party; Pinyin (Language); Wade Giles Transliterations

Basic facts are given about the social, economic, political, and military institutions of China. The handbook, which is one of a continuing series designed for those interested in foreign affairs, is a revision of one published in 1972. The 1981 edition focuses on historical antecedents and China's new modernization strategies. Arranged into 14 major topics, the handbook describes the general character of the society with information on its history, physical environment and population, social system, education and culture, economic structure, agriculture, industry, trade and transportation, science and technology, government, political processes, foreign policy, internal security, and national defense. Integrated within the text are artistic renditions of ancient artifacts, numerous photographs, 15 illustrative maps, economic and military graphs, and organizational charts depicting the structure of the Chinese Communist Party and other governmental systems. A glossary of terms and an extensive bibliography follow three appendices, which provide: (1) tables of metric conversion units, Pinyin equivalencies of Wade-Giles forms, a chronological listing of dynasties, major minority nationalities, and production and population tables; (2) excerpts of the 1972 Shanghai Communique and the 1979 Joint Communique; and (3) basic facts and figures concerning the People's Liberation Army of China. (LH)

ED 233 961 SO 014 994

Smith, Melinda R., Ed.; And Others
Law in U.S. History: A Teacher Resource Manual. Revised.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; New Mexico Law Related Education Project, Albuquerque.; Social Science Education Consortium, Inc., Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-89994-281-4
PUB DATE- 83
CONTRACT- 400-83-0012
AVAILABLE FROM- Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($18.95).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information

Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Civil War (United States); Colonial History (United States); Constitutional Law; Industrialization; Learning Activities; *Legal Education; Modern History; Revolutionary War (United States); Secondary Education; *United States History
IDENTIFIERS- Supreme Court

Designed for integration into secondary U.S. history courses, the activities provide a format for the examination of law-related themes and issues. Themes explored include the conflict between individual and societal needs, the relationship of the individual to state and federal authority, individual rights, the shifting balance of power among the three branches of government, the influence of social and economic conditions on judicial decision making, and the U.S. constitution as an instrument of governance. The document is organized into four sections roughly corresponding to the chronological periods in most U.S. history courses: Colonial Period through Revolution, Growth of a New Nation, Civil War through Industrialization, and The Modern Era. Activities, which require critical thinking, reasoning, problem solving, and inquiry skills, include opinion polls/surveys, role plays, simulations, case studies, mock trials, appellate court simulations, adversary models, and learning stations. Many of the activities focus on landmark Supreme Court cases and modern cases to elucidate the meaning and judicial interpretation of the guarantees of the Bill of Rights. Topics include the Salem witch trials, lawful inspection, the Alien and Sedition Acts, the Dred Scott case, Plessy v. Ferguson, the impeachment of Andrew Johnson, the McCarthy era, and Watergate. Each activity includes an introduction, objectives, recommended grade level, time and materials needed, instructions, and masters for student handouts. (KC)

ED 233 565 FL 013 861

English Teachers' Journal (Israel), Number 28.

Ministry of Education and Culture, Jerusalem (Israel). English Inspectorate.
PUB DATE- Jun 83
AVAILABLE FROM- English Inspectorate, Ministry of Education and Culture, Jerusalem 91 911 Israel.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Computer Assisted Instruction; *Drama; *Economically Disadvantaged; Educational Media; Elementary Secondary Education; *English (Second Language); Hebrew; Language Tests; Low Achievement; Second Language Instruction; *Secretaries; Teaching Methods; *Translation

Information is provided for teachers of English as a second language in Israel on teaching methods and testing procedures. The eight articles and a number of brief notes discuss the official syllabus and examination for secretarial English, a new series of lessons designed for grades 11 and 12, the use of translation, teaching English to the disadvantaged, a differential syllabus for low ability students, the use of drama in second language instruction, computer-aided English instruction, instructional television, new examination exercises, and new textbook selections. (RW)

ED 233 582 FL 013 882

Petitto, Laura A.
From Gesture to Symbol: The Relation Between Form and Meaning in the Acquisition of Personal Pronouns in American Sign Language.
Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Jul 83
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; *Child Language; Deafness; *Language Acquisition; *Pronouns; *Sign Language; Young Children

The transition from pre-linguistic to linguistic communication was investigated in the acquisition of pronouns in American Sign Language (ASL). Data were obtained from a congenitally deaf child learning ASL as a first language from deaf parents. Longitudinal data from the age of 6 months to 2 years and pronoun elicitation task data were analyzed. The purpose of the analysis was to determine how early pointing gestures come under grammatical control, the learning process for personal pronouns in ASL, and the developmental relationship between pre-linguistic gestures and linguistic expression. It was observed that the child's acquisition of personal pronouns resembled that of hearing children despite the differences in modality that would be expected to facilitate the sign process in relation to spoken language. A discontinuity was noted between pre-linguistic and linguistic knowledge, indicating a restructuring and reorganization of gesture processing during ASL acquisition. It is concluded that linguistic knowledge of ASL is not merely constructed out of available pre-linguistic material. (RW)

ED 233 627 HE 016 091

Morris, Alfred, Ed.; Sizer, John, Ed.

Resources and Higher Education. SRHE Monograph 51.

Society for Research into Higher Education, Ltd., London (England).

REPORT NO.- ISBN-0-900868-90-2; SRHE-M-51
PUB DATE- 82
AVAILABLE FROM- The Society for Research into Higher Education, University of Surrey, Guildford, Surrey GU2 5XH, England (7.35 pounds; members and booksellers, 4.90 pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Budgeting; *College Administration; Economic Climate; Educational Demand; *Financial Support; Foreign Countries; Government Role; *Government School Relationship; *Higher Education; Public Education; *Resource Allocation; Retrenchment; Student Financial Aid
IDENTIFIERS- *England; National Advisory Body Local Authority Higher Educ; University Grants Committee (United Kingdom)

Resource allocation for higher education in England is addressed in 11 papers from a 1982 Leverhulme seminar of the Society for Research into Higher Education. Major seminar questions include the following: whether higher education institutions should become less dependent upon public funds; the extent to which funds should flow through grants to institutions; whether contraction, adaptation, and change should be determined by market forces as demographic trends affect the demand for higher education; the resource allocation role of the University Grants Committee and the National Advisory Body for Local Authority Higher Education; and how institutions should allocate and manage their resources to maintain vitality and responsiveness to changing demands. Titles and authors are as follows: "Better the Dirigiste Devils We Know?" (John Sizer); "DES and Treasury" (Clive Booth); "Privatization and Market Mechanisms" (Alan Maynard); "Financial Support for Students" (Maureen Woodhall); "New Models for Funding Universities" (Peter Moore); "Resource Allocation Within the Public Sector" (John Pratt); "Funding Versus Validating" (Richard Lewis); "Resource Allocation Within Universities" (Geoffrey Sims); "Strategies for Survival" (John Fielden); "Terms of Employment" (Peter Knight); "Some Radical Proposals" (Alfred Morris). (SW)

Davis, Jacqueline D., Ed.; Young, Robert E., Ed.
Plantings, Number Four, April 1983.
North Dakota Univ., Grand Forks. Office of Instructional Development.

SPONS. AGENCY- Bush Foundation, St. Paul, Minn.
PUB DATE- Apr 83
AVAILABLE FROM- Plantings, Office of Instructional Development, University of North Dakota, Box 8161, University Station, Grand Forks, ND 58202.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Computer Assisted Instruction; Curriculum Development; Curriculum Evaluation; *Faculty Development; Higher Education; *Instructional Improvement; *Interdisciplinary Approach; *Interprofessional Relationship; *Peer Evaluation; Resource Teachers
IDENTIFIERS- Mount Marty College SD; North Dakota State University

Faculty development through peer observation, faculty revitalization through curricular change, and interdisciplinary work are addressed in this newsletter issue. The peer observation process is primarily directed toward fine-tuning or adjusting existing competencies, and usually focuses on factors such as questioning, clarity, organization, instructional style, and delivery or presentation skills. The emphasis is on an open, collegial relationship for confronting instructional concerns. A five-step clinical observation model has been employed by the Faculty Development Institute at North Dakota State University. Another programmatic effort was undertaken at Mount Marty College to implement a faculty development program focusing on the curriculum. A group of faculty members were chosen to promote professional growth by communication with outside resource persons or in-house colleagues. Four major program components were interdisciplinary course design and implementation, curriculum evaluation, computer-assisted instruction, and instructional improvement. A transcript of an extensive discussion of interdisciplinary work is also presented, which involved the following members of The Group for Interdisciplinary Theory and Praxis at the University of North Dakota: Kathleen Hulley, Benjamin Ring, and Kristin Sorenson. (SW)

Creamer, Don G.
Historical and Contemporary Perspectives on Community College Student Services.
PUB DATE- 83

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Ancillary School Services; College Programs; College Role; *Community Colleges; *Educational Counseling; *Educational History; Educational Theories; Models; School Guidance; *Student Development; *Student Personnel Services; Two Year Colleges

The evolution and current status of student personnel services in community colleges are examined in this paper. Following introductory remarks concerning the place of student services in the broad mission of community colleges, a historical perspective on student personnel services is provided, covering major influential reports and publications and the work of professional associations. The next section examines the comprehensive student services program, focusing on organization and administration, and specific functions, such as recruitment, pre-admission advising, admissions, registration, orientation, advising, counseling, health services, career planning, student activities, financial aid, placement, testing, follow-up, judicial affairs, and cooperative programs. Next, foundations for contemporary practice are reviewed, with special emphasis on cognitive development, person/environment interaction, humanistic theories, and various models for practice. The following sections detail the special concerns (e.g., the need for student assessment, program integration, qualitative evaluation, leadership, and research) and the special problems of student personnel services. Finally, the future directions of the field are projected. Charts and figures illustrating student development models and organizational patterns are included. (LL)

ED 233 845 RC 014 275

Winchell, Dick G.; Esse, Robert J.
Office of Native American Public Administration Programs as Required by Four Corners Regional Commission. Final Report.
Arizona State Univ., Tempe. Center for Public Affairs.
SPONS. AGENCY- Four Corners Regional Commission, Albuquerque, N.Mex.
PUB DATE- 15 Oct 80
GRANT- TAG-191-101-101-4
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *American Indian Education; American Indians; Enrollment; Fellowships; Grants; *Leadership Training; Needs Assessment; Postsecondary Education; *Program Content; Program Descriptions; *Public Affairs Education; *Workshops
IDENTIFIERS- Arizona (Window Rock); *Arizona State University; *Navajo (Nation); Tribal Government

Arizona State University's (ASU's) Native American Public Administration Program (NAPAP) increased its level of services to the Navajo Nation in 1980 and expanded opportunities for public administration education for Native Americans on the ASU campus. The 1980 program had three major components: coursework, workshops, and the activities made possible by a Title IX grant. Taken together, the components demonstrated a strong commitment to program objectives. During three semesters in 1979 and 1980, 126 students enrolled in 12 classes, with 6 more classes planned for the Fall 1980 semester, including the first NAPAP Indian-related course outside the reservation. In 1980, NAPAP assisted in leadership development workshops for elected Navajo officials and coordinated a series of workshops and optional-credit courses at Window Rock. The program received a large federal grant for 1980-1982, providing funding for six Native American Public Service Fellowships; a 9-month statewide assessment of the need for public administration training for Native Americans; and partial funding for coordination between ASU and the Navajo Tribal Training Center. NAPAP is the only program in the country to offer a graduate curriculum in public service education in an Indian community. (SB)

ED 233 670 HE 016 625

Young, Kenneth E.; And Others
Understanding Accreditation: Contemporary Perspectives on Issues and Practices in Evaluating Educational Quality.
REPORT NO.- ISBN-0-87589-570-0
PUB DATE- 83
AVAILABLE FROM- Jossey-Bass, Inc., 433 California St., Suite 1000, San Francisco, CA 94104 ($25.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Accreditation (Institutions); *Accrediting Agencies; *Educational Quality; Federal Government; Higher Education; *Institutional Evaluation; Policy Formation; Professional Associations; Standards; State Government
IDENTIFIERS- *Council on Postsecondary Accreditation; Self Regulation

Accreditation is examined in a book designed to be both a general reference and training tool. Many aspects of accreditation are covered: how it works, its impact, why it is often misunderstood or misused, how it is being adapted to educational innovations, and how it can be used to improve educational quality. The authors discuss the growth of accreditation, its distinguishing features as a voluntary system of self-regulation, and ways it affects its many constituencies. Objectives, procedures, and problems are detailed. The book is organized in five sections: (1) what accreditation is; (2) institutions' role; (3) accrediting bodies; (4) beneficiaries, users, and special interests, and (5) developing practices in accreditation. Among the 18 chapters and authors are: "Accreditation: Voluntary Enterprise" (Fred F. Harcleroad); "Accreditation: Self-Regulation" (Elaine El-Khawas); "Accreditation: Misuses and Misconceptions" (Louis W. Bender); "How To Make Accreditation a Constructive Experience" (Lloyd H. Elliott); "Improving Institutional Performance through Self-Study" (H. R. Kells); "Characteristics of an Accrediting Body" (Charles M. Chambers); "Specialized Accreditation" (Robert Glidden); "Students and Accreditation" (Joan S. Stark and Ann E. Austin); and "Trends in the Regulation of the Professions" (Corrine W. Larson). Appended are a list of accrediting groups recognized by the Council on Postsecondary Accreditation, procedures for becoming recognized as an accrediting agency; guidelines on interagency cooperation; a policy statement on the role and value of accreditation; and a glossary. (LB)

ED 233 685 IR 010 775

Uhlig, George E.
Computers, Schools, and Society: American Education in an Information Age.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Computers; *Curriculum Development; Elementary Secondary Education; *Inservice Teacher Education; *Teacher Education; *Technological Advancement; *Technological Literacy
IDENTIFIERS- Information Technology

The microcomputer is only the very visible tip of a technological iceberg which demands a national technological literacy. Other important new technologies include the laser or optical videodisc and satellite-ground information transfer and telecommunications. National technological literacy requires changes in curriculum development beginning within the teacher education program. Changes have been slow due to a lack of funds, a perceived lack of relevant instructional software on the part of practitioners, resistance to new technology, and a lack of leadership at the local level. The University of South Alabama College of Education, however, has pursued four strategies to equip teachers with understanding and hands-on experience of new technologies, including: (1) the creation of new courses; (2) the incorporation of computer uses into existing methods courses; (3) the development of a program for producing or evaluating instructional computer software; and (4) the introduction of inservice training in computer appplications for local school districts. It is essential that every graduate of American teacher education programs have both the awareness and the technical training to capitalize on new information technologies and that schools find ways to introduce students to the technologies at as early an age as possible. A list of nine suggested readings accompanies this paper. (Author/ESR)

ED 233 785 PS 013 195

Brown, Catherine Caldwell, Ed.
Infants at Risk: Assessment and Intervention. An Update for Health-Care Professionals and Parents. Pediatric Round Table: 5.
Johnson & Johnson Baby Products Co., Skillman, NJ.
REPORT NO.- ISBN-0-931562-06-6
PUB DATE- 81
AVAILABLE FROM- Johnson & Johnson Baby Products Company, Professional Relations Department, Grandview Road, Skillman, NJ 08558 (Paper, $6.00, plus $1.00 shipping. Entire set of 9 booklets, $45.00, plus $[illegible].00 shipping).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - Proceedings (021)
DESCRIPTIONS- Cerebral Palsy; *Child Development; Disadvantaged; *Evaluation Methods; *High Risk Persons; Individual Characteristics; *Infants; *Intervention; Neonates; Neurological Impairments; Personality; Physical Characteristics; Prediction; Premature Infants; *Screening Tests
IDENTIFIERS- Assessment of Preterm Infants Behavior; Brazelton Neonatal Behavioral Assessment Scale

Summarized in this book are conference presentations focusing on new approaches to developmental screening of infants and strategies for early intervention with children at-risk. Summaries concerning assessment describe characteristics of an "optimality scale" for neurological assessment; a five-step neurological assessment for evaluating gestational age; use of gestational age, birth weight, and head circumference in assessing newborns; use of the Brazelton Neonatal Behavioral Assessment Scale (NBAS) in studying neonatal change; and use of the NBAS and the Assessment of Preterm Infants' Behavior to study infants' individuality. Also discussed are a model of early infant development, Brain Electrical Activity Mapping (a new technique for neurophysiological assessment), a prescreening device for populations of low socioeconomic status and a home environment questionnaire, and problems in and prospects for predicting developmental outcomes. Summaries concerning intervention strategies discuss programs for infants with cerebral palsy; early intervention for preterm infants; an ecological approach to parent/child relationships; intervention strategies using temperament data; relationships among health, development, and behavior in the young child; and a sensorimotor enrichment program. Selected responses of some participants to each presentation are included at the end of each summary. (RH)

ED 233 860 RC 014 297

Schnabel, Rudolph K.; Parmee, Edward A.

Understanding Community Development. A Guide for Native American Community Leaders and Professionals. Participant's Manual. A Training Packet Developed for and in Cooperation with Native American Tribal Leaders.

Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.

PUB DATE- Oct 81

AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($3.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- *Adult Education; *American Indian Education; American Indians; Case Studies; *Change Agents; *Community Development; Community Involvement; *Community Leaders; Community Planning; Community Problems; Community Programs; Interpersonal Communication; Interpersonal Relationship; Needs Assessment; Network Analysis; Professional Training; Questionnaires; Social Networks; Study Guides; Tribes; *Workshops

IDENTIFIERS- *Navajo (Nation)

The participant's manual for workshops to train Native American community leaders and professionals in community development skills defines community development terms, shows how to help community members solve their own problems, helps clarify the role of community leaders/professionals, gives examples of good community development/action programs, and provides guidelines for effective community action. Workshop materials evolved from successful extension training courses given to Navajo community development workers in 1977 to 1979; impacts include promotion of participants to better positions, increased involvement of participants in local Community Action Committees, increased or reinforced knowledge and skills of participants, and continuous inservice training for Community Action Committee members and chapter officers at 107 chapters. Components cover terms fundamental to community development work, the place of people in community development work, role and problems of community workers, examples of two successful community development programs, and community development planning and action. Exercises, diagrams, points for discussion, seven detailed case studies (Bigwash Elementary School; Benson at Roundtree; the $100,000 building built by the Arizona tribe; the cases of the Nevada tribe and chemical toilets; community development worker Joe Billy; community development worker Mary Tso; Sheep Springs); lists of resources, and pre-course questionnaires

are included. (MH)

ED 233 874 RC 014 318

Chu, Lily

The NIE-NMSU Project on Minorities and Women's Research. A Multi-Purpose Model to Increase Equal Participation in Educational Research. Final Performance Report.

New Mexico State Univ., Las Cruces. Bureau of Educational Research.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. Dissemination and Improvement of Practice Program.

PUB DATE- Dec 80

GRANT- NIE-G-7-0012

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- American Indians; Asian Americans; Blacks; Educational Objectives; *Educational Researchers; Fellowships; *Females; Graduate Study; Higher Education; Hispanic Americans; Internship Programs; *Minority Groups; Participant Characteristics; *Participation; Postdoctoral Education; *Program Content; Recruitment; *Research Opportunities; Whites

The final report for two years (1978-1980) of the National Institute of Education-New Mexico State University Project on Minorities and Women's Research, whose goal was to increase representation of women and minorities in educational research, consists of descriptions of project activities and eight appendices. The descriptive section details planning, implementation, and review/evaluation phases for year one, and implementation and evaluation phases for year two. Project objectives and operations, post-doctoral fellowships, and graduate exchange-internships and fellowships are described for both years. A section on project evaluation lists the 7 research and technical papers published thus far of 22 generated from the first year project, and 13 published papers of 58 generated from the second year. Conference participation, grant proposals generated, and degrees completed by project fellows are noted. Conclusions state that during the 2 years, 24 persons participated in the project, 21 of them women or minorities or both; of 35 grant proposals submitted to state/federal sources, 6 have been funded for a total of $248,000; and 1 doctoral and 3 masters degrees have been completed with project assistance. Appendices give details of recruitment, applicants selected and rejected, seminars, and accomplishments of the project director and other participants. (MH)

ED 233 888 SE 042 796

Hearings on Mathematics and Science Education (Part 2). Hearings Before the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, First Session on H.R. 30 To Provide Assistance to Improve Elementary, Secondary and Postsecondary Education in Mathematics and Science, and for Other Purposes (January 26-28, 31, 1983).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Academic Achievement; *Educational Improvement; Educational Quality; Educational Trends; Elementary Secondary Education; Engineering Education; *Federal Aid; *Federal Legislation; Higher Education; *Mathematics Education; Mathematics Instruction; Mathematics Teachers; *Science Education; Science Instruction; Science Teachers; Teacher Education; *Teacher Shortage

IDENTIFIERS- Congress 98th

Presented are hearings on H.R. 30, the Emergency Mathematics and Science Education Act. This legislation addresses such issues as teacher shortages in mathematics and science education and declining student achievement in these subjects. H.R. 30 authorizes $300 million for fiscal year 1984 and an open-ended amount for fiscal year 1985 for programs to improve mathematics and science education at the elementary, secondary, and postsecondary levels. Under the elementary and secondary portion of the bill, $250 million is authorized for formula grants to state education agencies, which must pass through 95 percent of the funds to local educational agencies. These agencies can use these funds for inservice teacher education, to develop plans to modernize and expand mathematics/science instructional programs, and to implement these plans. The postsecondary portion authorizes $50 million for: congressional scholarships to encourage students to become mathematics/science teachers, summer institutes; upgrading of laboratory equipment; and for research, development, and other activities. Testimony of witnesses (including senators, congressmen, government officials, educators, school superintendents, and others), prepared statements, letters, supplemental materials, and supporting documentation are included. (JN)

ED 233 903 SE 042 814

Hardeman, Carole Hall; Laquer, Barbara T.
Math in Your World (Math and Social Sciences). Module 3. MATHCO Teacher's Guide.
Oklahoma Univ., Norman. Southwest Center for Human Relations Studies.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- WEEA Publishing Center, Education Development Center, Inc., 55 Chapel St., Newton, MA 02160. Cassette and filmstrip also available for each module.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Audiovisual Aids; Elementary Secondary Education; Equal Education; Filmstrips; *Interdisciplinary Approach; Junior High School Students; *Learning Activities; Mathematics Anxiety; *Mathematics Education; *Mathematics Instruction; *Middle Schools; Sex Fairness; *Social Sciences; Teaching Guides; Worksheets
IDENTIFIERS- *MATHCO

MATHCO is a motivating series of audiovisual and print materials designed to overcome the negative effects of sex bias and stereotyping on the attitudes, interests, and aspirations of girls toward mathematics and mathematics-related careers. The materials teach mathematics skills, demonstrate relationships between mathematics and other subjects, and provide exposure to mathematics-related careers. They are useful for boys as well as girls at the pre- and early-adolescent stage; they are both multiethnic and nonsexist in text and illustrations. Module 3 includes a filmstrip and 16 activities linking mathematical concepts and the social sciences. Surveying, planning a trip, scale drawing, population growth, and the stock market are among the topics considered, with activity worksheets for each. (MNS)

ED 233 917 SO 014 592

National Women's History Week Community Organizing Guide.

Women's Support Network, Inc., Santa Rosa, CA.

PUB DATE- 83
AVAILABLE FROM- National Women's History Week Project, Women's Support Network, Inc., P.O. Box 3716, Santa Rosa, CA, 95402 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Community Cooperation; Community Coordination; *Community Resources; Elementary Secondary Education; *Females; Feminism; Human Resources; Local History; Program Development; *School Community Programs; School Community Relationship; *Sex Role; *United States History; *Womens Studies
IDENTIFIERS- *National Womens History Week Project

Materials for planning, organizing, and scheduling community activities for National Women's History Week (NWHW) are provided. The purpose of the week was to help male and female students become aware of the wealth of women's history that has been left out of the standard U.S. history texts used in most schools. Section 1 summarizes a sample of the activities and programs for NWHW. Section 2, which comprises the bulk of the guide, contains sample organizing materials. Included are the following: a sample editorial on the topic "Why Study Women's History?"; letters to superintendents of schools, school principals, teachers, school board members, local women's organizations, libraries, churches, social and civic organizations, women's study programs and history departments, and senators; the request for NWHW 1983 Proclamation from President Reagan; news releases to magazines, radio, and television; a listing of and guidelines for community resource women; a public service announcement; and a request for proclamations from local government. Also included are lists of regional sex desegregation centers and of Title IV state education agencies. (RM)

ED 233 699 IR 010 790

Bowie, Laura; Walker, Cornelia
Tracking Instructional Materials from Acquisition to Use. A Qualitative Model for Evaluating the Use of School Library Resources.
Holmes County School District, Lexington, MS.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Data Collection; *Learning Resources Centers; Library Research; Media Selection; *Media Specialists; *Models; Program Evaluation; Program Implementation; *Recordkeeping; Research Methodology; School Libraries; Secondary Education

This project report describes the development and implementation of a model of qualitative measures for evaluating the use of school library resources by students and teachers. It explains a record-keeping system for school librarians to use in tracing media from purchase, through processing, to eventual utilization. Using parts of sample recordkeeping forms as illustrations, specific procedures are discussed for the model's three primary steps: (1) teachers select materials; (2) librarian receives and disseminates materials; and (3) teachers and students use materials. The report then addresses additional questions posed by the study, summarizes the project activities for 1980 through 1982, and presents a month-by-month project implementation plan. Sample recordkeeping forms are included for library requests, material evaluation, teacher-librarian planning, and teacher and student use of library resources. The final section displays the project evaluation data. (LMM)

ED 233 933 SO 014 907

Kischke, Martina I.
Revolt or Retreat? The Protest of Youth and the Situation of Young People in Federal Republic of Germany. Special Report. Sozial-Report 4-83(e).
Inter Nationes, Bonn (West Germany).
REPORT NO.- SR-4-83(e)
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Activism; *Adolescents; Females; Foreign Countries; Futures (of Society); Life Style; Literature Reviews; Males; *Political Attitudes; Secondary Education; Sex Differences; *Social Attitudes; Sociocultural Patterns; *Unemployment; Vocational Education; *Young Adults; Youth Problems
IDENTIFIERS- *West Germany

Attitudes and socioeconomic conditions of adolescents and young people in the Federal Republic of Germany are explored in this review of research on views about the future, social protest, unemployment, trainee jobs, the situation of girls, and alternative life styles. Research suggests that young people, while perceiving threats to the environment, for example, are ready to undertake a commitment to the future. Several studies since 1980 suggest that this conscious social-political attitude is not always directed toward established political parties. Many favor political demonstrations, less than half favor the occupation of factories, and a few support violent actions. Further, the proportion of young people skeptical about technology has increased since 1979. Because statistics reveal that not only are there many young people in need of training and study positions, but also that those who have completed training cannot find employment, both the public and private sectors have initiated innovative projects. A survey conducted by a women's magazine suggests that the main concern of young girls is getting the job they want, a concern which is justified since unemployment is higher for women than for men of the same age. The same study also reveals that young women are strongly committed to the peace movement and that they have no aggressive attitudes towards adults. Finally, the alternative life styles, such as joint-living communities, reflect an attempt to make a reality of new forms of living and working. (KC)

ED 233 598 FL 013 907

Parkin, Michael

But Do They Speak French? A Comparison of French Immersion Programs in Immersion Only and English/Immersion Settings. Research Report 79-01.

Ottawa Board of Education (Ontario). Research Centre.

PUB DATE- Jun 79

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Elementary Education; Foreign Countries; *French; *Immersion Programs; *Language Usage; Program Evaluation; Second Language Learning

IDENTIFIERS- Ontario (Ottawa)

Students' use of French in unsupervised classroom situations and outside the classroom was investigated in immersion center schools (all students are involved in French immersion programs) and dual track schools (French immersion programs co-exist with regular English language programs). A total of 414 students in grades 3 and 4 were observed during periods of structured but unsupervised activity in French immersion programs. Language usage was measured by teacher observation, students' self-reports, and teachers' reports. Language use was not significantly influenced by grade level or type of immersion program as assessed by teacher observation. The only statistically significant differences were between individual classes. This may indicate the extent to which the teacher and the setting had an immediate and forceful impact on the student's French speaking behavior. Students' self-reports tended to support findings from structured observations. However, teacher's reports indicated that students from immersion center schools spoke more French outside of the classroom compared to students from the partial (dual track) immersion programs. It is concluded that although results are mixed, in the teachers' minds there is little question that the immersion center is the more advantagous environment. However, all results indicate that students enrolled in immersion programs do speak French, at least to some extent, both within and beyond the classroom. (RW)

ED 233 613 HE 015 564

Nelson, Abraham; And Others
Faculty/Staff Recruitment Report: Calendar Year 1981. Publication 81.47.
Austin Independent School District, Tex.
PUB DATE- Jan 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Black Students; *Black Teachers; *Employment Practices; *Faculty Recruitment; Higher Education; *Hispanic Americans; Labor Market; Males; Personnel Policy; Program Evaluation; *School Districts; Teacher Recruitment; *Teacher Supply and Demand; Women Faculty
IDENTIFIERS- *Austin Independent School District TX

An evaluation report on faculty and staff recruitment by the Austin Independent School District (AISD) is presented. Recruitment goals included increasing the percentage of the Black and Hispanic staff population to equal the percentage of Blacks and Hispanics among the student population. Attention is directed to the ethnic percentages of AISD students in comparison with the state as a whole, along with the ethnic and sex percentages of AISD professional employees in comparison with the state and nation. The labor market available to AISD is also described. Information concerning the ethnicity and sex of teachers who were interviewed and hired after either campus visits or in-office visits is presented. Additionally, data on teachers placed in "highly visible positions" are provided. The effects of the recruiting and hiring efforts of the District are also examined. Comparisons of the 1981 goals and actual staffing levels are presented, and projections are used to determine if the District could have reached its goals during 1981. Finally, a summary of the goal commitments prepared by administrators and campuses concerning faculty/staff recruitment for 1982 are provided. A summary of the evaluation findings are included. (SW)

ED 233 656 HE 016 536

Swedish Research on Higher Education: Publications in English. R&D for Higher Education, 1983:3.
National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.
PUB DATE- 83
AVAILABLE FROM- National Swedish Board of Universities and Colleges, R & D Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Career Choice; College Role; Economics Education; Educational Change; *Educational Development; *Educational Research; *Foreign Countries; *Higher Education; *Outcomes of Education; Problem Solving; Public Policy; *Research Projects; Student Development; Teaching Methods
IDENTIFIERS- *Sweden

A bibliography of English publications on scientific research on higher education in Sweden is presented. The publications, which are arranged according to projects and problem areas, include scientific articles, books, and other research projects, along with doctoral theses in Swedish with English summaries, and newsletters on the projects. The following problem areas are covered: the role of higher education in society, higher education as an organization, the conditions and potential of education and research, and research and development (R&D) organization and planning. Specific topics include: the relationship between education and work, student development and career choice, changes of student's conception of social structure and society, long-term effects of higher education, institutional autonomy, the Swedish reform of higher education, attitudes about the universities, the training of researchers, research directions, study skills and learning, teaching methods, problem solving, teaching and learning basic concepts in economics, and R&D and public policy-making. Approximately 220 references are included in the bibliography. (SW)

ED 233 714 IR 020 036

Deacon, Jim
Are On-Line Data Bases in Your Library's Future?
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Costs; *Databases; Information Retrieval; *Library Services; Microcomputers; *Online Systems; *Reference Services
IDENTIFIERS- PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Today there are over 900 on-line data banks available for public access. Most microcomputers can use them through the aid of a modem and communication program. Major public information utilities that offer access to these on-line data bases are growing and expanding. The Source, a data base utility owned by Reader's Digest, claims to add 2000 new subscribers a month. Some of the services found on these utilities are: data bases on medicine, education, social science, energy issues, economic forecasts, parenting, business, and financial information. UPI's news wire service, as well as hundreds of newsletters and journals such as the NEW YORK TIMES and WALL STREET JOURNAL, can be utilized. Reference works such as ENCYCLOPEDIA BRITANNICA are also offered by some utilities. Other services utilities now offer are electronic mail and bulletin boards. Because of all these services, almost any library can find some way to make use of them. The big obstacle now is cost. Utilities usually have a one time initiation fee plus an hourly rate that may vary according to the time of day or to what service you are utilizing. Depending on your library's location, you may also have a long distance telephone charge added on. Improved technology and competition brought the computer in reach of small libraries and should do the same for on-line data bases. It will be to our benefit then to find out as much as we can about data bases and be ready to take advantage of them when we can justify the expense. The following is a list of some of the more well known public information utilities offering access to data bases. Write to them to find out more about what services they offer and the costs involved. BRS AFTER DARK, 1200 Route 7, Latham, NY 12110, 800-833-4707. COMPUSERVE, INC., 5000 Arlington C. Blvd., P.O. Box 20212, Columbus, OH 43220, 614-457-8650. DATA RESOURCES, INC., Visi Corp., 2895 Zanker Road, San Jose, CA 95134, 408-946-9000. DELPHI, 3 Blackstone Street, Cambridge, MA 02139, 800-544-4005. DOW JONES, News/Retrieval, P.O. Box 300, Princeton, NJ 08540, 800-222-0081. KNOWLEDGE INDEX, Dialog Infor. Services, Inc., 3460 Hillview Avenue, Palo Alto, CA 94304, 800-528-6050 ext. 415. NEWSNET, 945 Haverford Road, Bryn Mawr, PA 19010, 800-345-1301. ORBIT, SDC Infor. Services, 2500 Colorado Avenue, Santa Monica, CA 90406, 800-421-7229. SOURCE TELECOMPUTING, 1616 Anderson Road, McLean, VA 22102, 800-336-3330. SPIN, Scott, Foresman & Co., Electronic Pub. Div., 1900 East Lake Ave., Chicago, IL 60025. (Author)

ED 233 730 IR 050 370

McCarn, Davis B., Comp.
Online Catalogs: Requirements, Characteristics and Costs. Report of a Conference Sponsored by The Council on Library Resources at the Aspen Institute, Wye Plantation, Queenstown, Maryland, December 14-16, 1982.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- *Costs; *Design Requirements; Formative Evaluation; Guidelines; Library Administration; *Library Catalogs; Library Surveys; *Online Systems; Program Development; Program Effectiveness; Program Implementation; *User Satisfaction (Information)
IDENTIFIERS- Library Users; *Online Catalogs; User Needs

A group of 27 library administrators and library computer systems experts met to share their experiences and insights with regard to online catalogs, to review survey results from The Council on Library Resources (CLR) 1982 Online Catalog Study, to review draft documents on the costs and features of online catalogs, and to discuss and recommend actions on matters required to advance the effective development and use of online catalogs. Included in the conference report are: (1) introductory material; (2) background information on the CLR study, which found that online catalogs provide better access to library materials than card catalogs, particularly for subject searching; (3) a summary of the meeting; (4) a description of working group conclusions on areas related to the cost, ideal features, implementation, and problems of online catalogs; (5) the consensus of the conference; (6) a description of concluding comments; (7) a series of recommendations to library administrators, library systems designers, and the Council; and (8) a list of five references. Appendices contain a list of participants; the meeting agenda; and summaries of reports funded by the CLR Online Catalog Study, including the David Bishop, the Research Libraries Group (RLG), the J. Matthews, the Library of Congress (LC), the OCLC, and the University of California Reports. (ESR)

ED 233 744 IR 050 398

Peel, Bruce; Kurmey, William J.
Cooperation among Ontario University Libraries.
Council of Ontario Universities, Toronto.
REPORT NO.- ISBN-0-88799-169-6
PUB DATE- Apr 83
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, ON, Canada M5S 2T4 ($3.00 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Libraries; Cataloging; *Cooperative Programs; Foreign Countries; Guidelines; Higher Education; *Information Networks; Interlibrary Loans; *Library Cooperation; Library Technical Processes; *Shared Services; Technological Advancement; Union Catalogs
IDENTIFIERS- Canada; *Council of Ontario Universities (Canada); *Ontario; Resource Sharing

This report, commissioned by the Council of Ontario Universities (COU) with input from the Board for Library Coordination and the Ontario Council of University Libraries, makes recommendations for extending university library cooperation in Ontario, and reviews and evaluates the history, development, and present state of Ontario's cooperative activities in relationship to 1968 COU guidelines on the subject. Separate sections cover: (1) the principal agencies involved in university library cooperation; (2) the library milieu in the 1960's; (3) cooperative acquisitions and collection assessment projects; (4) projects involving library resource sharing; (5) the activities of the now defunct library consortium known as the Union Catalogue (UNICAT); (6) the formation of the University of Toronto Library Automated Systems (UTLAS); (7) the preparation of union lists for government documents, serials, microforms, and maps; (8) cooperative and shared cataloging projects; (9) cooperation among library administrators; (10) cooperation among university libraries in other areas of Canada; (11) a tabulation of Ontario's cooperative studies and prjects; (12) an evaluation of Ontario's cooperative activites; and (13) other issues for consideration by COU. Also included are an appendix discussing the impact of new technology on library cooperation, a glossary of acronyms, and a series of 12 recommendations. A COU circuletter preceding the report lists the final recommendations for university library cooperation in Ontario, as adopted by COU in March 1983. (ESR)

ED 233 758 JC 830 389

Hirshfield, Claire
Quality Circles in the Classroom: An Experiment in the Pedagogical Uses of Japanese Management Methods.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Course Content; Instructional Improvement; *Participative Decision Making; State Universities; *Student Participation; *Student Teacher Relationship; Two Year Colleges

IDENTIFIERS- *Quality Circles

An on-going experiment in the classroom use of the Japanese quality circle concept of consensus and group management has been conducted for the past 2 years at the Ogontz Campus of Pennsylvania State University. Quality circles composed of the teacher and eight student volunteers meet weekly for 45 minutes, with each member informing three other students of quality circle activities and soliciting suggestions from them. Initial meetings consist of a description of the history and functioning of quality circles and the development of a code of ethics for the group. Subsequent meetings focus on details of classroom routine and management, the content of the course, and methods of presenting the subject matter and increasing class participation. All of the judgements of the group on these matters are accepted as final and implemented into the classroom. Brainstorming and cause-and-effect diagrams, which are normally associated with industrial models, are used in the quality circle sessions. As a result of the quality circles, the courses involved were substantially revised; contact between the instructor and students was increased; students were convinced that they and their input were important; a bonding occurred among quality circle members; the classes became more responsive; and students' decision-making and problem-solving skills, as well as their willingness to assume responsibility and and obligation, were enhanced. (LL)

ED 233 772 JC 830 415

Report of Results of Brookdale Community College High School Survey.
Brookdale Community Coll., Lincroft, NJ. Office of Research and Development.
PUB DATE- 30 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- College Bound Students; *College Choice; Community Colleges; *Enrollment Influences; High Schools; *High School Seniors; Information Sources; Questionnaires; School Surveys;

*Student Attitudes; Student Characteristics; *Student Educational Objectives

During the 1982-83 academic year, Brookdale Community College (BCC) conducted a survey of high school students in Monmouth County to gather information concerning students' educational goals, degree plans, college choice, knowledge about BCC, and personal characteristics. Of the 24 high schools receiving questionnaires, 19 distributed and collected surveys in a randomly selected homeroom. Of the 712 responding students, 98% were high school seniors, 56.8% were females, 81.7% were white, and 9.6% were black. The study demonstrated that: (1) 76.5% of the respondents planned to attend college; (2) 81.9% had talked to their parents and relatives about going to college, 73.6% had talked to a high school counselor, and 61.8% had talked to friends; (3) 64.2% indicated their main educational goal to be to acquire knowledge and skills directly applicable to their future jobs; (4) over 50% of the respondents indicated that variety of courses, cost, and major or program of study would be important in their selection of a college; and (5) 97.4% of the students knew about BCC prior to the survey and 57.4% had a favorable or very favorable impression of the school. Based on study findings, a series of recommendations were made concerning outreach and recruitment, e.g., that informational programs be directed toward parents, that current students and alumni be used in admissions programming, and that programs be developed to bring more high school students to campus. The questionnaire is appended. (LL)

ED 233 800 PS 013 787

Herz, Joan A.; And Others
Preschool Children's Concepts of Their Peers.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Childhood Attitudes; *Cognitive Ability; *Identification; *Interpersonal Competence; *Peer Relationship; *Preschool Children; Preschool Education; Social Behavior; *Student Characteristics
IDENTIFIERS- Consensus

A study was conducted to assess the ability of 4-year-olds to make differentiated judgments of characteristics of their nursery school classmates. A paired-associates sociometric task, a technique that does not rely heavily on verbal skills and is reliable with young children, was used to obtain these judgments. Children were presented with all possible pairs of pictures of class members and were asked to use these pairs to respond to each of four questions. The questions tapped sociometric preference, a cognitive skill, and two aspects of classroom behavior. Participants were 11 boys and 8 girls, averaging 55 months of age at the time of the first session. Testing was repeated in the fall and spring to assess changes over time. Additionally, test-retest reliability was assessed. Results indicated intraindividual consistency and interindividual agreement concerning children chosen, but no differential response to the four questions was found. Instead, children rated by teachers as being more popular in class were usually selected as having each of the four characteristics. Little change in these patterns occurred over the school year. The results were seen as a reflection of the second stage of a proposed three-phase model of the development of children's peer concepts. (Author/RH)

ED 233 816 PS 013 817

Schunk, Dale H.; Rice, Jo Mary

Strategy Verbalization Effects on Self-Efficacy and Listening Comprehension.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Elementary Education; *Elementary School Students; Grade 2; Grade 3; Grade 4; *Language Handicaps; Learning Disabilities; *Listening Comprehension; Listening Comprehension Tests; *Psychoeducational Methods; *Verbal Development
IDENTIFIERS- *Self Efficacy; *Self Verbalization

A total of 42 language-deficient second- through fourth-grade children participated in an experiment investigating the effects on children's skills and self-efficacy of strategy self-verbalization during listening comprehension instruction. An equal number of boys and girls who had been placed in remedial classes received didactic instruction in listening comprehension. Half of the children in each grade verbalized explicit listening comprehension strategies prior to applying them to questions. Methodology included pretesting (using self-efficacy judgments and a listening comprehension skill test), the training procedure (using strategy self-verbalization and no strategy self-verbalization), posttesting, follow-up training, and follow-up testing. Results showed that self-verbalization led to a higher level of self-efficacy across grades. Strategy verbalization promoted performance among third and fourth graders but did not benefit second graders. The results also suggested further exploration of strategy verbalization, as well as covert fading procedures, with young children. The experiment was seen as having implications for clarifying the role of strategy self-verbalization in promoting cognitive skills and for encouraging self-efficacy among children with language deficiencies. (References and a table of means and standard deviations by experimental condition are included). (BJD)

Taggart, Doris
School Adoption Program.
Zions First National Bank, Salt Lake City, UT.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Elementary Education; Field Trips; Program Descriptions; Public Relations; *Rural Schools; *School Business Relationship; *Small Schools
IDENTIFIERS- *Adopt a School; PF Project

Zions First National Bank in Utah adopted a local school in Garrison with a student body of 11, and invited them to participate in their Christmas tree program and a field trip to Salt Lake City. The venture proved so popular and rewarding for the children and bank staff that more field trips were funded and later, when the school burned down, the bank donated money, books, a television and video cassette equipment. The bank has obtained names of four additional small rural schools to sponsor as a result of the success of this program and the positive relationships fostered. (JW)

ED 233 846 RC 014 276

Winchell, Dick G.; Esse, Robert J.
Native American Public Administration Program Center for Public Affairs, Arizona State University. Annual Report.
Arizona State Univ., Tempe. Center for Public Affairs.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; *American Indian Education; American Indians; Community Services; Curriculum Development; Employment Opportunities; Fellowships; Grants; *Needs Assessment; *Organizations (Groups); Postsecondary Education; *Program Content; Program Descriptions; *Public Affairs Education; Workshops

IDENTIFIERS- Arizona (Window Rock); *Arizona State University; Navajo (Nation); *Tribal Government

During the 1980-81 academic year, Arizona State University's Native American Public Administration Program (NAPAP) developed from a graduate course service for the Navajo Nation into a center for tribal government and Native American issues for the State of Arizona. A Title IX grant permitted a significant statewide assessment of the need for public administration education among tribal governments and urban Indian organizations Because the assessment revealed tremendous employment opportunities in the state for Native Americans with public administration degrees, NAPAP set specific goals related to public administration education. The grant also allowed NAPAP to offer six successful on-campus fellowships to Native American students in the graduate public affairs program. During the year, NAPAP staff developed a special curriculum in tribal government, presented a series of workshops to staff members of Indian organizations, and participated in an ad hoc committee on Native American programs. In addition, NAPAP made a major effort to improve student services at Window Rock by providing special activities and programs to increase the interaction between students, regular faculty, and campus resources. NAPAP taught 12 graduate and undergraduate courses to 116 Window Rock students and presented 9 workshops and training sessions to 253 tribal members. (SB)

ED 233 948 SO 014 956

Schubert, Jane G.
An Interactive Approach to Infusing Equity: A Teacher Model.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classroom Techniques; *Demonstration Programs;

Elementary Secondary Education; *Equal Education; *Federal Programs; *Females; Program Descriptions; *Program Effectiveness; School Districts; *Sex Fairness; Teacher Influence
IDENTIFIERS- Womens Educational Equity Act

Results of five demonstration programs funded by the Women's Educational Equity Act in school districts throughout the United States are described. Demonstration sites were the Reidsville (North Carolina) City School System, Quincy (Massachusetts) Public Schools, Lincoln County (Oregon) School System, Tucson (Arizona) Unified School District, and Broward County (Florida) School District. The programs emphasized a teacher-focused approach to change. They employed an interactive approach to the design and implementation of the project, worked toward integration of sex equity into the existing educational programs, and fostered self-reliance designed to sustain sex equity when federal support ended. Evaluation of the programs consisted of standardized measures, classroom observations, teacher interviews and surveys, case studies, and evaluations of training sessions by participants. Changes occurred on three levels. One, teachers directly incorporated an activity into a lesson previously written. For example, they conducted a discussion of words that link gender to occupation and identified how traditional division of labor for household chores might be changed. Two, teachers expanded an idea or developed a spinoff activity, such as adding a discussion of women not included in a history text. Three, original plans based on non-textbook sources were used. Most teachers believed that as a result of the project they had acquired a new, heightened, and more informed awareness of the pervasiveness of gender stereotyping, bias, and discrimination. (KC)

ED 233 566 FL 013 862

Korvola, Leslye A.
Foreign Language Learning in Alaska: Data, Analyses and Recommendations for the Eighties.
Alaska Foreign Language Association, Fairbanks.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Secondary Education; Language Teachers; *Second Language Instruction; *Second Language Programs; *State Surveys; Statewide Planning; Teacher Qualifications
IDENTIFIERS- *Alaska

A survey was conducted to assess foreign language programs in Alaska. Questionnaires were completed by 39 of the 52 public school districts in Alaska, as well as by individual schools and postsecondary institutions within the larger districts and numerous private and denominational schools. Data were collected on the distribution of foreign language instruction, instructional methodology and materials, teacher training, professional isolation problems, and student expectations. Visits and on-site interviews were conducted in eight communities. The major strength of foreign language instruction in Alaska is its well trained teachers, and the major weaknesses are teacher isolation, lack of materials, and lack of commitment at the district and school level. Recommendations are made regarding statewide planning, increasing public awareness of foreign language instruction and its benefits, development of professional standards for language teachers, the role of the State Department of Education, and school district cooperation. The survey questionnaire and summary data tables are appended. (RW)

ED 233 583 FL 013 883

Johnson, Carolyn E.

The Development of Children's Interrogatives: From Formulas to Rules.

Stanford Univ., Calif. Dept. of Linguistics.

PUB DATE- Jul 83
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; *Child Language; English; *Language Acquisition; Learning Processes; Syntax; Young Children
IDENTIFIERS- *Questions

The progression through the developmental stages of the acquisition of interrogatives was analyzed. Data on use of the "what" interrogative were collected during play sessions from eight children at six-month intervals from the ages of 1;6 to 3 years. More than 2,400 children's interrogatives were recorded. It was demonstrated that children's active analysis of formulas plays an important role in their discovery of syntax. A six-stage process is identified by which children progress from early interrogatives used as unanalyzed speech routines to the use of analyzed formulas and interrogative frames. This gradual process must be repeated for each interrogative word. Although early interrogatives may sound correct, they are limited and rigid in both form and use and subject to errors even after a period of seemingly correct production. The analysis necessary to recognize abstract linguistic rules is performed by children in gradual stages. (RW)

ED 233 962 SO 014 995

Henkin, Louis; And Others
International Human Rights: Politics & Law. A Syllabus. Revised.
Columbia Univ., New York, NY. Center for the Study of Human Rights.
PUB DATE- Jul 83
AVAILABLE FROM- Center for the Study of Human Rights, Columbia
University, 704 International Affairs Building, New York, NY 10027
($5.00).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Civil Liberties; Foreign Policy; Graduate Study; Higher Education; History; *International Relations; Justice; *Legal Education; *Political Science; Units of Study

Designed for first year graduate students in political science, international relations, and law, this course focuses on the contemporary concern with human rights in its international political context. The course is intended to be taught in 14 two-hour sessions; it can also be broken down into single-hour sessions. There are four major parts to the syllabus. Part 1 explores the roots and modern history of the idea of individual rights. In part 2, human rights are considered as the objective of the "International Human Rights" movement born in 1945. Part 3 addresses the problem of trying to realize human rights in an international political system made up of sovereign states whose policies reflect their national interest. Part 4 deals with human rights and foreign policy. Students are expected to read journal articles and selections from books and participate in classroom discussions. Provided for each session is a brief description of the course content, an outline of major points to be covered, discussion topics or questions, and a bibliography of readings. (RM)

ED 233 628 HE 016 169

Daubman, Kimberly; Johnson, Deborah Hazel

Comparisons among Continuing, Withdrawing, and Non-Returning Students. Academic Leave and Withdrawal Office Research Report. Student Affairs Research Report #7.

Maryland Univ., Catonsville. Baltimore County. Office of Vice Chancellor for Student Affairs.

PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Aspiration; *Academic Persistence; College Choice; Comparative Analysis; Dropouts; Higher Education; Institutional Research; State Universities; Student Attitudes; *Student Attrition; *Student College Relationship; Student Problems; *Undergraduate Students; Withdrawal (Education)
IDENTIFIERS- *University of Maryland Baltimore County

Withdrawing, continuing, and nonreturning undergraduates at the University of Maryland, Baltimore County (UMBC) were compared. Nonreturning students were nongraduating students who completed course requirements but did not return the following semester (25 spring nonreturning students and 47 fall nonreturning students). Data were also collected from all 277 undergraduates who voluntarily withdrew during the fall 1981 semester and from 47 continuing students. Findings include the following: more students withdrawing in midsemester were undecided regarding their majors than was the case for the continuers or nonreturning students; more withdrawing students tended to live off campus independently than did continuers or nonreturners; withdrawing students usually left school due to academic difficulties, school/work conflicts, or personal problems, while nonreturners tended to leave because of dissatisfaction with UMBC in particular; and continuers reported talking to a large number of UMBC people outside of class, while withdrawing students talked to student services staff but had little outside-class interaction with faculty and students. Information concerning nine possible reasons students attended UMBC is also presented, and the findings are discussed in terms of both student commitment to goals and to UMBC. (SW)

ED 233 642 HE 016 437

Faculty Retirement. Proceedings from the Consortium on Financing Higher Education Retirement Conference (Providence, Rhode Island, October 31-November 1, 1980).

Consortium on Financing Higher Education, Cambridge, MA.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- 81
AVAILABLE FROM- Consortium on Financing Higher Education, 238 Main Street, Suite 500, Cambridge, MA 02142.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Age; *College Faculty; Contracts; Economic Climate; Educational Finance; Federal Legislation; Higher Education; Income; Inflation (Economics); Insurance Companies; *Personnel Policy; *Public Policy; *Retirement Benefits; Sex; *Teacher Retirement; Tenure; Tenured Faculty
IDENTIFIERS- Age Discrimination in Employment Act Amend 1978; *College Retirement Equities Fund; Mandatory Retirement; *Teachers Insurance and Annuity Association

Proceedings of a 1980 Brown University conference on faculty retirement are presented. Papers and authors are as follows: "A Review of Current Legal Status and National Policy Issues" (Laura C. Ford); "Mandatory Retirement Age Legislation for Tenured Faculty: The Policy Issues and Their Context" (W. Lee Hansen); "Retirement and Inflation: The Problem, Qualifications, and Some Modest Proposals for Change" (John H. Biggs); "The TIAA/CREF Perspective: The Unisex Issue" (Thomas C. Edwards); "TIAA/CREF and Planning for Retirement" (Donald S. Willard); "ADEA Implications for TIAA/CREF Retirement Plans" (John J. McCormack, Jr.); "Faculty: Planning for Retirement" (Aaron Lemonick); "COFHE Faculty Retirement Plans" (Janice Clinthorne); and "Financial Planning for Retirement" (George Barbee). Specific topics include: a federal legislative amendment to establish a general mandatory retirement at age 70 and the exemption provisions for tenured employees at postsecondary institutions; cessation of employer contributions to pension plans for post-retirement age employees; cases involving contract principles and the mandatory retirement of tenured faculty; public policy; and economic factors affecting individuals and postsecondary institutions. The comments of J. Russell Southworth and Robert F. Link are also included, along with questions and answers resulting from the conference sessions. (SW)

ED 233 700 IR 010 791

Bassler, Richard A.
Software Piracy, Ethics, and the Academician.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Programs; Copyrights; *Ethics; *Intellectual Property; Marketing; Merchants; *Microcomputers; Publishing Industry; *Reprography; Teachers; Technological Advancement
IDENTIFIERS- Computer Users; *Software Evaluation

The numerous software programs available for easy, low-cost copying raise ethical questions. The problem can be examined from the viewpoints of software users, teachers, authors, vendors, and distributors. Software users might hesitate to purchase or use software which prevents the making of back-up copies for program protection. Teachers in search of application programs may desire the opportunity to evaluate software, before purchase, in the actual instructional environment. Some vendors have developed programs to allow software try-out or previewing. Authors who do not receive fair compensation for their intellectual efforts may drop out of the development field, while vendors may apply efforts to different products or marketplaces if potential program sales are perceived as not worth the investment. In order to build volume, several software publishers have reduced prices. Still the computer store operator can devote only limited time to promoting low-priced software or programs with limited sales potential. Without a solution, software creators and publishers may stop software development. However, because the marketplace is potentially too large to ignore, ingenuity combined with technology will probably produce a solution. This paper lists 15 references. (LMM)

ED 233 832 RC 014 259

Stoessiger, Rex
Progress Report of the Tasmanian Education and Local Development Project.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attitudes; Community Leaders; Construction Programs; *Cultural Context; Economic Development; *Educational Development; Educational Opportunities; Enrollment; Facility Improvement; Foreign Countries; *High Schools; Physical Education Facilities; Principals; *Rural Development; *Rural Schools; *School Community Relationship; Secondary Education; Social Environment
IDENTIFIERS- *Australia (Tasmania); Education and Local Development Project

As part of Australia's Education and Local Development project, Tasmanian researchers investigated whether the upgrading of district schools to district high schools had contributed to the social, economic, and cultural development of the local areas. For three selected areas (Glenora, Sheffield, and Ouse), researchers gathered financial and enrollment data and interviewed administrators, staff, community leaders, and parents. In all cases, a marked increase in the importance of the secondary section of the schools accompanied the upgrading. Million-dollar, multi-stage physical improvement programs were either in place or projected for each school. All three schools, especially Glenora, showed solid staffing gains since the upgrading and teachers were more highly qualified. Sheffield interviewees agreed that the upgrading was of definite economic importance to the area, noting that the school newspaper made a cultural contribution and that school events offered social opportunities. Ouse interviewees noted some economic benefits to traders but few cultural or social benefits. However, the community utilized the school's new sport facilities. Probably because the Glenora school serves a dispersed area, interviewees there cited fewer economic, social, and cultural influences from the upgrading. Opinion of the educational quality in all three schools was mixed. (SB)

ED 233 875 RC 014 321

Nolen-Parkhouse, Andrew
A Resident Outdoor Education Primer. Learning to Live Within an Environment.
Northern Illinois Univ., Oregon. Laredo Taft Field Campus. Dept. of Outdoor Teacher Education.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Behavioral Objectives; Cognitive Development; Elementary Secondary Education; *Environmental Education; Field Experience Programs; Field Instruction; Observational Learning; Outdoor Activities; *Outdoor Education; Parent Participation; Problem Solving; *Program Content; Program Development; *Resident Camp Programs; Social Development; Student Attitudes; Student Behavior; *Student Educational Objectives; Student Participation; Teacher Role; Teaching Methods

In resident outdoor education programs, students and their teachers attend an outdoor facility for two days or longer and use the outdoor environment as their primary classroom, focusing on natural sciences, outdoor recreation, social skills, and attitudinal and cognitive development. A resident program should have significant impact on social interactions and environmental attitudes of participants, and should flow from and back into the on-going classroom program. Most of the day at a resident center is devoted to activity sessions involving problem solving, multidisciplinary approaches, group interaction, field science, and outdoor skill development. Outdoor instruction includes use of small groups, emphasis on process of discovery rather than results, and teachers as guides rather than dispensers of information and as facilitators in group social growth. Considerable planning is necessary, with careful attention to site and personnel selection; program content, timing and length; student groupings; health and safety; classroom preparation; explanation of the program to parents; and funding. Follow-up to a program should review and reinforce program accomplishments and allow parents to share in the excitement. The overview, intended to explain to parents, teachers, students, and administrators the use of resident outdoor education as an effective educational tool, lists eight supplementary readings. (MH)

ED 233 918 SO 014 593

Women's History Lesson Plan Sets.

Women's Support Network, Inc., Santa Rosa, CA.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.

PUB DATE- 83

AVAILABLE FROM- National Women's History Week Project, Women's Support Network, Inc., P.O. Box 3716, Santa Rosa, CA 95402 ($8.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Annotated Bibliographies; *Art Education; Audiovisual Aids; Books; Elementary Secondary Education; *English Instruction; *Females; *Interdisciplinary Approach; Learning Activities; Lesson Plans; Models; Resource Materials; Sex Role; *United States History; *Womens Studies

IDENTIFIERS- Chronology; National Womens History Week Project

The materials offer concrete examples of how women contributed to U.S. history during three time periods: 1763-1786; 1835-1860; and 1907-1930. They can be used as the basis for an interdisciplinary K-12 program in social studies, English, and art. There are three major sections to the guide. The first section suggests lesson plans for each of the time periods under study. Lesson plans contain many varied learning activities. For example, students read and discuss books, view films, do library research, sing songs, study the art of quilt making, write journal entries of an imaginary trip west as young women, write speeches, and research the art of North American women. The second section contains a chronology outlining women's contributions to various events. An annotated bibliography of books for elementary and secondary students comprises the third section. An additional bibliography of print and nonprint materials concludes the guide. (RM)

ED 233 657 HE 016 537

Kramer, Gerald H.; Mendenhall, Terry L.
A Comparison of the Responsibilities of University and Corporate Presidents.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrator Role; Board Administrator Relationship; *Business; College Administration; *College Presidents; Comparative Analysis; Conflict Resolution; *Decision Making; Higher Education; *Leadership Responsibility; Linking Agents; Organizational Change; *Organizational Climate; Resource Allocation

The managerial roles of the university president and the corporation president were compared, and attention was directed to the skills needed by both types of executives and their relationships with their boards. The activities of the chief executive officers of five middle-to-large-sized American organizations were observed for a week. These activities were categorized, and a framework of 10 basic roles was developed to describe the administrators' responsibilities. Roles viewed as interpersonal included leadership roles, liaison roles, and figurehead roles (i.e., social, legal, and ceremonial tasks). Roles involving information processing included monitoring, disseminating information internally, and informing outsiders of organizational progress or developments. Finally, decision-making roles pertained to organizational change, conflict resolution, resource allocation, and negotiation. Two main differences between the environments of the university and corporate presidents were identified: the process of change was much slower and more diffused in the university setting due to the mission of a higher education institution; and the university president, especially the public university president, operated in a highly visible environment. (SW)

ED 233 671 IR 010 710

Wedemeyer, Dan J., Ed.
Pacific Telecommunications Council Conference. Papers and Proceedings of a Conference (Honolulu, Hawaii, January 7-9, 1980).
Army Research Office, Durham, N.C.; National Science Foundation, Washington, D.C.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF08/PC43 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTIONS- Developed Nations; *Developing Nations; Electronic Equipment; Futures (of Society); Information Networks; Legal Problems; *Regional Planning; Social Influences; Standards; *Technological Advancement; *Technology Transfer; *Telecommunications
IDENTIFIERS- Distance Teaching; *Pacific Region; Pacific Telecommunications Council; World Administrative Radio Conference

The 106 conference papers in this collection contain the thoughts and concerns of telecommunications carriers, suppliers, users, researchers, and government and professional groups. These papers were presented at a conference organized by the Pacific Telecommunications Council, an independent, voluntary-membership organization dedicated to the beneficial development and use of telecommunications in the Pacific Ocean Region, an area with enormous diversity of language and culture. Papers are categorized by 28 topic areas: computer communication analysis, geographic isolation, evolving trends in communication networks, regulatory and spectrum issues, information retrieval in the home, satellite communications, packet switched networks, telecommunications policy in developed countries, Hawaii's electronics industries, examples of computer communications networks, the 1979 World Administration Radio Conference (WARC), the evolution of information delivery systems for home and business, issues in open systems architecture, legal issues, Pacific telecommunications, computers in scientific networks, telecommunications and economic development in developing countries, communications systems, fiber optic systems, satellites for the Pacific, new telecommunications services, telecommunications planning, social and technical telecommunications futures, United States international telecommunications policy making, educational telecommunications, and pricing telecommunications services. Most papers include abstracts and references. (LMM)

ED 233 686 IR 010 776

Goldfine, Alan H., Ed.
Data Base Directions: Information Resource Management - Strategies and Tools. Proceedings of the Workshop of the National Bureau of Standards and the Association for Computing Machinery (Ft. Lauderdale, Florida, October 20-22, 1980).
Association for Computing Machinery, New York, N.Y.; National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.
REPORT NO.- NBS-SP-500-92
PUB DATE- Sep 82
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (1982-360-997/2238, $6.50).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Databases; *Data Processing; Information Needs; *Information Services; *Management Information Systems; Needs Assessment; Organizational Communication; Policy Formation; Program Development
IDENTIFIERS- Database Design; *Data Dictionary Systems; Data Management; *Information Resource Management

This workshop investigated how managers can evaluate, select, and effectively use information resource management (IRM) tools, especially data dictionary systems (DDS). An executive summary, which provides a definition of IRM as developed by workshop participants, precedes the keynote address, "Data: The Raw Material of a Paper Factory," by John A. Gosden. The reports from four working panels which follow cover: (1) the uses of an information resource dictionary system (IRDS), with a discussion of organizational information systems and database perspectives, as well as tables illustrating how the IRDS is used in various system life cycle (SLC) phases and the relationships between IRDS functions and its users/uses; (2) IRM policies and controls, with a sample strategic system architecture plan and discussions of IRM policies applicable across all SLC phases and other policies for specific phases; (3) logical database design, with discussions of user requirements analysis, information modeling, the interface between logical and physical design, and the role of DDS in the management of data, as well as an 84-item bibliography; and (4) physical database design, with a discussion of six SLC phases, including the user requirements analysis, physical design, implementation, operations, evolution, and end game phases. A list of workshop participants and their organizational affiliations concludes the report. (ESR)

ED 233 786 PS 013 196

Klaus, Marshall H., Ed.; Robertson, Martha Oschrin, Ed.
Birth, Interaction and Attachment: Exploring the Foundations for Modern Perinatal Care. Pediatric Round Table: 6.
Johnson & Johnson Baby Products Co., Skillman, NJ.
REPORT NO.- ISBN-0-931562-03-1
PUB DATE- 82
AVAILABLE FROM- Johnson & Johnson Baby Products Company, Professional Relations Department, Grandview Road, Skillman, NJ 08558 (Paper, $6.00, plus $1.00 shipping. Entire set of 9 booklets, $45.00, plus $3.00 shipping).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTIONS- Affective Behavior; Animal Behavior; *Attachment Behavior; Birth; Burnout; Child Caregivers; *Fathers; High Risk Persons; Infants; Institutional Role; Interpersonal Relationship; Intervention; *Mothers; *Neonates; *Parent Child Relationship; Parent Role; *Perinatal Influences; Premature Infants; Research Utilization; Stress Variables
IDENTIFIERS- Failure to Thrive Infants; Intensive Care Nursing; Research Results

Provided are summaries of conference presentations discussing aspects of birth, parent/child interaction, and attachment behavior. Material in part I explores perspectives on pregnancy and the perinatal period. Included are discussions of birth in nonindustrial societies, progress in the study of maternal behavior in animals, the physiological effects of a supportive companion during labor and the milieu and obstetrical positions during labor. In part II, summaries concern infants' and mothers' contributions to attachment. Topics discussed are early caregiving and later patterns of attachment, the transmission of affect between mothers and infants, studies of parent/infant bonding, maternal stress following the birth of a second child, the father's role in family development, and the father/child relationship. Part III focuses on the development of relationships in high-risk situations. Specific attention is given to the uses of behavioral assessment of premature infants in the context of intervention, findings of an anthropological study of a special care nursery, the impact of medical complications on parental behavior in the premature nursery, family-oriented intervention with failure-to-thrive infants, support for hospital caregivers, and staff burnout in the neonatal intensive care unit. Applications of recent research findings to clinical care are discussed in part IV. (RH)

ED 233 861 RC 014 298

A Gifted Model Designed for Gifted Students in a Small, Rural High School, 1980-1983.
Baldwyn Separate School District, MS.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Art Education; *Computer Assisted Instruction; Computer Literacy; Demonstration Programs; Educational Innovation; Educational Objectives; German; *Independent Study; Inservice Teacher Education; *Mentors; Needs Assessment; Pretests Posttests; Program Effectiveness; Questionnaires; Resource Teachers; Rural Schools; Secondary Education; *Small Schools; Student Attitudes; *Student Projects; Student Teacher Relationship; Teacher Attitudes; Teacher Role; Work Experience Programs
IDENTIFIERS- California Achievement Tests; Wiener Attitude Scale

Objectives of a model program (1980-83) for gifted students in a small rural high school in Baldwyn, Mississippi, were to improve teacher knowledge of gifted programs, demonstrate significant gains in student achievement, increase student skill/knowledge in specific areas, measure attitudes of "artistically talented" students by a year-end questionnaire, continue developing a model gifted program for rural school districts, and produce students who select vocational/academic careers based on program experiences. Innovative aspects were inservice training to help teachers work individually with gifted students, a "mentor approach" enabling students to work part-time in the community with a specialist in their interest area, and use of a computer for direct instruction and for programming individual study projects. Although the first-year program did not fulfill all objectives (student enthusiasm for year-long, research-oriented individual projects dwindled), second- and third-year changes (seven participating students each year) brought better results and more positive student responses. Successful components were a faculty committee to help develop student projects, project-oriented (not research-oriented) independent studies, increased student interaction with mentors, enlarged curriculum opportunities, one free day weekly for non-program interests, close teacher supervision/reinforcement, and use of the computer. Appendices include budget material, forms, questionnaires, and tests. (MH)

ED 233 889 SE 042 797

Reauthorization of the National Sea Grant College Program, 1983. Hearing Before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, First Session on S. 655 to Authorize Appropriations to Carry Out the National Sea Grant Program for Fiscal Years 1984, 1985, and 1986, and for Other Purposes.

Congress of the U.S., Washington, D.C. Senate Subcommittee on Labor and Human Resources.

PUB DATE- 7 Apr 83

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- College Science; Environmental Education; *Federal Aid; *Federal Legislation; *Federal Programs; Graduate Study; Higher Education; *Marine Education; Natural Resources; Ocean Engineering; *Oceanography; Program Descriptions; *Program Effectiveness; School Business Relationship; Science Education; Scientific Research; Technology

IDENTIFIERS- Congress 98th; *Sea Grant Program

The National Sea Grant College Program was established in 1966 to create a network of colleges and universities with rigorous programs in marine education and research. Provided in these hearings are testimony and written statements related to authorizing appropriations for the program for fiscal years 1984, 1985, and 1986. Major program accomplishments, objectives achieved, reasons for continuing the program, as well as reasons for terminating the program are addressed in the testimony and statements. Among the areas considered are: the Reagan administration's viewpoint; a perspective on why Sea Grant is unique, important, and should be reauthorized; a review of the ocean sector of the economy and Sea Grant's contribution to that sector, including activities in graduate education; partnership aspects characterizing the Sea Grant program (university-industry, college school, and others); Sea Grant activities at the Florida Institute of Technology (as well as at other colleges and universities); and industry use of knowledge generated by Sea Grant activities. It is pointed out that 175 academic institutions are currently participating in the program (19

of which have been designated Sea Grant colleges by the Secretary of Commerce) and that several programs initiated by Sea Grant support now continue without federal funds. (JN)

ED 233 904 SE 042 815

Hardeman, Carole Hall; Laquer, Barbara T.

Close Encounters with Everyday Math (Math and Practical Arts/Life). Module 4. MATHCO Teacher's Guide.

Oklahoma Univ., Norman. Southwest Center for Human Relations Studies.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- WEEA Publishing Center, Education Development Center, Inc., 55 Chapel St., Newton, MA 02160. Cassette and filmstrip also available for each module.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Audiovisual Aids; Elementary Secondary Education; Equal Education; Filmstrips; Interdisciplinary Approach; Junior High School Students; *Learning Activities; *Mathematical Applications; Mathematics Anxiety; *Mathematics Education; *Mathematics Instruction; *Middle Schools; Sex Fairness; Teaching Guides; Worksheets
IDENTIFIERS- *MATHCO

MATHCO is a motivating series of audiovisual and print materials designed to overcome the negative effects of sex bias and stereotyping on the attitudes, interests, and aspirations of girls toward mathematics and mathematics-related careers. The materials teach mathematics skills, demonstrate relationships between mathematics and other subjects, and provide exposure to mathematics-related careers. They are useful for boys as well as girls at the pre- and early-adolescent stage; they are both multiethnic and nonsexist in text and illustrations. Module 4 focuses on practical applications of mathematics, including making change, adjusting recipes, unit pricing, ordering from catalogs, building a doghouse, and calling long distance. Activities and activity worksheets are included, in addition to the audiovisual script. (MNS)

ED 233 934 SO 014 910

Teacher's Guide in Population Education for Social Studies, Grades I-VI. Elementary Level. (Revised for Muslim Filipinos).
Department of Education and Culture, Manila (Philippines).
SPONS. AGENCY- United Nations Fund for Population Activities, New York, N.Y.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Demography; Educational Objectives; Elementary Education; Evaluation Methods; Family Life; Family Planning; Foreign Countries; Learning Activities; Migration; *Population Education; Population Growth; Population Trends; *Social Studies; Units of Study; World Problems
IDENTIFIERS- Muslims

Revised to be in accordance with the customs, traditions, beliefs, and practices of the Muslim Filipinos, these elementary-level social studies units will help Filipino children understand world population problems and develop the necessary skills, attitudes, and values that will lead them to make rational decisions about population matters, particularly about family size. The units are organized topically by grade level: The Family, grade 1; Population and Population Change in School, grade 2; Population Change in the Community, grade 3; Effects of Migration on Population Growth, grade 4; Determinants of Family Size, grade 5; and Effects of Rapid Population Growth on the Family and the Community, grade 6. Students are involved in many different kinds of learning activities. For example, they discuss pictures, dramatize situations, guess riddles, analyze stories, play games, and participate in classroom discussions. Unit information provided for each grade level includes theme, concepts, suggested time allotment, unit overview, and an outline of objectives and content. Each unit is comprised of several lessons. Each lesson includes the following information: objectives, content, teaching procedure, learning activities, and a test. Student materials are included in the lessons. (RM)

ED 233 567 FL 013 863

Welmers, Beatrice F.; Welmers, William E.
Igbo.
Peace Corps, Washington, D.C.
PUB DATE- 64
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- African Languages; Drills (Practice); Grammar; *Igbo; Intonation; Pronunciation; *Second Language Instruction; Tone Languages; Uncommonly Taught Languages

Twelve lessons in Igbo, the major language of Nigeria, are provided. The lessons are designed for use with a native speaker serving as a model. They cover pronunciation, major grammatical patterns, and limited practical conversation. The tonal aspects of Igbo pronunciation are emphasized. Suggestions are offered to enhance students' understanding of the techniques of language learning. Each lesson contains drills and explanations of basic concepts. (RW)

ED 233 599 FL 013 908

Malinowski, Arlene
Beyond Articulation: A Report on Collaborative Professional Development.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTIONS- *Articulation (Education); Cooperative Programs; Coordination; Elementary Secondary Education; *Faculty Development; Higher Education; Language Teachers; *Second Language Instruction; Second Language Programs
IDENTIFIERS- North Carolina

The importance of faculty development programs involving coordination between institutions of higher education and elementary and secondary schools is discussed. High school language teachers often express an interest in tailoring their courses to foreign language study at the college level. Such coordination requires mutual understanding about the programs and practices being followed at all levels of schooling. Some educators have discussed a plan to institute a nationwide high school and college coordinated faculty development program. Consequently, North Carolina State University initiated a two-year professional development program featuring coordination between the college and local county educators. An ad hoc committee meets to discuss such issues as classroom techniques, the role of placement tests, and student evaluation. The major thrust is to address problems of articulation. This entails defining competencies and levels of achievement so as to enable students to experience a smoother transition to college language courses. The committee has had the desirable effect of increasing interest and concern in the obligations of professional education. (RW)

ED 233 614 HE 015 590

Beasley, Kenneth L; And Others
The Administration of Sponsored Programs. Handbook for Developing and Managing Research Activities and Other Projects.
REPORT NO.- ISBN-0-87589-542-5
PUB DATE- 82
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 433 California Street, Suite 1000, San Francisco, CA 94104.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Abbreviations; Administrator Guides; Check Lists; Compliance (Legal); Cost Estimates; Faculty Evaluation; Federal Regulation; Futures (of Society); Grantsmanship; Higher Education; Institutional Administration; Models; Money Management; Office Management; *Organizational Effectiveness; Organizational Objectives; *Program Administration; Program Evaluation; Proposal Writing; *Research Projects; *Research Proposals; Standards
IDENTIFIERS- *Research Administration; *Sponsored Research

Designed as a standard reference and training resource for administrators and project managers, this handbook discusses how to plan, organize, and manage sponsored projects in any organizational setting. It provides detailed, how-to-do-it information and many resources for: negotiating grants, awards, and contracts; organizing a sponsored projects office; complying with sponsor requirements; determining project costs; budgeting and managing finances; writing project proposals; improving information and decision-making systems; developing efficient communication techniques; and other key functions. The book's four main sections include: Introduction; Administrative Functions and Practices; Management Issues in Special Areas; and New Developments. Among the resources appended are an Office of Sponsored Projects faculty evaluation form; excerpts from the National Science Foundation guidelines for proposal preparation; a checklist for a proposal budget; sample human subjects review forms; acronyms used in sponsored projects administration; federal regulations pertaining to sponsored projects; and a select bibliography of information sources. (LB)

ED 233 801 PS 013 788

Baker, Betty Beth
The Planning Board: Ideas for Construction and Use with Young Children.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Early Childhood Education; *Elementary School Students; Guidelines; *Learning Centers (Classroom); *Planning; *Preschool Children; *Visual Aids
IDENTIFIERS- *Choice Behavior

Guidelines are provided for constructing, introducing, and using a planning board as an instructional aid with young children in learning centers. Basically, a planning board is a device that involves children in planning and selecting their own activities; it specifies in an appealing way what activities are available in classroom learning centers and how many children may participate in a particular area at a given time. Included in the guide are illustrated directions for constructing 18 different planning boards. (RH)

ED 233 584 FL 013 884

Platt, Martha
Deictic Particles in Samoan Child Language.
Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Jul 83
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Child Language; *Language Acquisition; *Samoan; Semantics; Syntax; Young Children
IDENTIFIERS- *Deixis

The spontaneous use of two deictic forms in the speech of Samoan children was examined. Recordings were made of four Samoan children interacting with their families at monthly intervals over a ten-month period. The children were approximately 2 years old at the start of the study. The speech elements examined were the particles signifying "toward" and "away from." The purpose of the analysis was to show that directional terms indicating movement toward are more congruent with children's early understanding of spatial relations than are terms indicating movement away from. The data demonstrated how deictic particles in Samoan are used to refer to a variety of semantic relations that may or may not involve a metaphorical extension of the notions of movement toward and movement away from. The semantic relations seemed to be more explicitly grammaticized in Samoan than in other languages. Children's reference to these semantic relations was constrained by their preference for expressing movement toward and their preference for encoding action relations rather than state relations. (RW)

ED 233 715   IR 020 037

Tips and Other Bright Ideas.
Linworth Publishing, Inc., Columbus, OH.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Bulletin Boards; Display Aids; Elementary Secondary Education; *Learning Resources Centers; Library Services; Library Skills; *Motivation Techniques; Program Descriptions; *Publicity; Recreational Reading; *School Libraries; Student Motivation; Volunteers
IDENTIFIERS- Overdue Books; PF Project; Reading Motivation

Twenty-eight short descriptions of projects and programs on topics of interest to school librarians and media specialists are presented. Among the ideas suggested by teachers are: (1) encouraging the return of overdue books; (2) involving staff and students in the operation and use of the library or media center; (3) creating displays and bulletin boards; (4) stimulating interest in little-used books; (5) organizing library clubs; (6) assisting students with library skills and research topics; (7) selecting student aides; (8) recruiting volunteers from the community; (9) making new covers for worn paperbacks; and (10) motivating student interest in reading. (EM)

Preparing Citations and Annotations. Manual Series #2.
Michigan State Univ., East Lansing. Non-Formal Education Information Center.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- *Abstracting; *Abstracts; *Annotated Bibliographies; Books; *Citations (References); Guidelines; Nonformal Education; Reference Materials; Reports; Serials
IDENTIFIERS- Journal Articles

This manual details the procedures and guidelines that the staff of the Non-Formal Education (NFE) Information Center use in preparing citations and annotations for the "The NFE Exchange" and an NFE series of annotated bibliographies. Following a brief description of the purpose of an NFE bibliography, sample basic formats are provided for the citation of a book, pamphlet, or report, and the citation of an article or section from a larger publication. Variations from the basic formats are then presented, with examples from NFE bibliographies. Author, periodical title, article, chapter, and other variations are covered, as well as the addition of language information and other information of value. Guidelines for and examples of the composition of annotations are also provided, covering general points to remember, the general format, and formats for specific types of documents, including project reports and case studies, theoretical documents, theoretical discussions with specific examples of activities, special issues and single articles in journals and newsletters, a number of articles from one journal or newsletter, seminar and conference reports, collections of papers, manuals and handbooks, bibliographies, and directories or surveys of programs. A list of staff members of the NFE Information Center from 1976 to 1983 concludes the manual. (ESR)

ED 233 745   IR 050 515

Brandhorst, Ted, Ed.
Interchange. November 1972-July 1983.
ERIC Processing and Reference Facility, Bethesda, Md.
SPONS. AGENCY- Educational Resources Information Center (ED/NIE), Washington, DC.
PUB DATE- 83
CONTRACT- 400-81-0003
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - General (130) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Databases; Information Dissemination; Information Retrieval; *Information Services; Information Systems; Microfiche; Newsletters; Search Strategies
IDENTIFIERS- *ERIC

The Interchange newsletter is prepared irregularly (approximately semiannually) by the staff of the ERIC Processing and Reference Facility in order to communicate matters of interest to users of the ERIC database and of other ERIC products and services. Initially, the focus was on computer-oriented users who were receiving the ERIC magnetic tapes and on problems associated with utilizing the ERIC bibliographic database in machine-readable form. In later years, the focus shifted to ERIC users in general, and the newsletter began to disseminate a broad spectrum of information pertaining to ERIC, including: price changes, microfiche products, ERIC Clearinghouse news, search strategies, manual searching, education-related databases, referral information, national-level educational studies, microcomputer news related or extendable to ERIC, new ERIC data elements, lexicographic news, etc. Current major categories for newsletter announcements are: General User Information; Product News; Computer Searching; and Microcomputers. This package consists of the first 24 issues of Interchange, extending from November 1972 through July 1983 (a period of just over 10 years). (WTB)

ED 233 759 JC 830 391

Cross, K. Patricia
On Leadership and the Future of Community Colleges.
PUB DATE- 7 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrator Role; *Community Colleges; *Educational Objectives; *Futures (of Society); Leadership Qualities; *Leadership Responsibility; Lifelong Learning; *Relevance (Education); Social Change; Technological Advancement; Two Year Colleges

As the theme of survival has pervaded the community college field, educational leadership has been overshadowed by emphasis on the techniques of strategic planning and management, which tend to focus on response capacity and capitalization on opportunity, rather than on educational goals and commitment. Education today, and in the society of the future, needs leaders with qualities of both the visionary and the realist, who can help swing the pendulum back from micro-education, with its emphasis on institutional survival, to macro-education, with its emphasis on the common concerns of educators. Such leaders will be able to make the changes demanded of higher education by forces such as: (1) the information revolution, which has made knowledge, and therefore education, more sought after and more important than ever before; (2) the growing recognition that education is lifelong and that a blended lifeplan of concurrent education, work, and leisure is replacing the former linear lifeplan; (3) the need for education to focus on teaching the skills that will serve as the foundation of a lifetime of learning, including the ability to analyze, synthesize, and apply knowledge; and (4) the pervasion of education into all of the organizations of society, offering learners an unprecedented choice in what, where, when, and how they learn and the resulting need for cooperative programs rather than competition. Educational leaders must attend to these circumstances and their influence on the changing role of education in society. (LL)

ED 233 773 JC 830 416

Report of the Evaluation of the President's Office.
Brookdale Community Coll., Lincroft, NJ. Office of Research and Development.
PUB DATE- 23 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Administrator Attitudes; *Administrator Evaluation; *Administrators; *College Presidents; Community Colleges; *Employee Attitudes; Teacher Administrator Relationship; Teacher Attitudes; Two Year Colleges

A survey of full-time employees at Brookdale Community College (BCC) was conducted to evaluate the college president and his staff in terms of the president's responses to the major mission and goals of BCC, the style of management of the president and his staff, and general comments. Mailed questionnaires were returned by 172 full-time staff members who represented 28% of the full-time and permanent part-time employees. Of the respondents, 47.7% were faculty, 37.2% were support staff, and 15.1% were administrators. The study concluded that the president was fulfilling his responsibilities in a highly commendable or fairly highly commendable manner based on the following: (1) on no question did the combined total of "fairly high" or "high" ratings equal less than 50%; (2) the mean percentage of respondents rating the president "high" on all questions was 40%, while the mean percentage of those rating him "fairly high" on all questions was 35%; (3) 92.4% of the respondents felt the president was an effective advocate to the outside community; and (4) the area in which the president was rated least highly was in fostering "an environment which recognizes human potential, promotes growth, and rewards initiative," as only 57.4% of the respondents rated the president's performance "high" or "fairly high." The study questionnaire is appended. (LL)

ED 233 817 PS 013 818

MacPhee, David
What Do Ratings of Infant Temperament Really Measure?
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Error of Measurement; Experimenter Characteristics; *Infants; Knowledge Level; Mothers; *Personality Measures; Racial Differences; Rating Scales; Social Differences; *Test Reliability; *Test Validity
IDENTIFIERS- *Infant Temperament Questionnaire

As data on the reliability and validity of ratings of infant temperament have accumulated, researchers have begun to ask what caregiver ratings really measure. An argument has been made that ratings of social behavior are less a reflection of enduring individual differences than a measure of rater characteristics and error variance. This study investigated the possibility that extraneous sources of variance would be found in Carey's Infant Temperament Questionnaire (ITQ). A large, diverse sample of mothers of 6-month-old infants completed ITQ's. Item analyses first identified a cluster of items left blank by a select, middle-class group of mothers. A large number of items (40 percent) were found to exhibit marked response biases, and parental characteristics were shown to affect response biases and styles, implying that systematic biases are built into the scale. Temperament ratings also varied with social class, ethnicity, and knowledge of infant development. Infants judged as being temperamentally easier tended to have mothers who were white, middle-class, and more knowledgeable than others. Results suggested that caregiver ratings on the ITQ reflect more than mere stylistic differences in infant behavior. (Author/RH)

ED 233 847 RC 014 277

A Gifted Model Designed for Gifted Students in a Small, Rural High School. Post-Evaluation Design 1981-82.

Baldwyn Separate School District, MS.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *Academically Gifted; Art Education; *Computer Assisted Instruction; Demonstration Programs; Educational Innovation; Educational Objectives; High Schools; Inservice Teacher Education; *Mentors; Paraprofessional Personnel; Pretests Posttests; Program Evaluation; Questionnaires; Rural Schools; School Community Relationship; *Small Schools; *Teacher Attitudes; Work Experience Programs

IDENTIFIERS- California Achievement Tests; Wiener Attitude Scale

Goals of a model program for seven gifted students in a small rural high school in Baldwyn, Mississippi, were to improve teacher knowledge of gifted programs and increase student knowledge and skills through a mentor program and individual projects. Innovative aspects of the program during 1981-82 were inservice training to aid teachers in working individually with gifted students, a mentor program for students to work part-time in the community under specialists in their areas of interest, and a computer for direct instruction of students and for programming individual study projects. A related component was a special art program for artistically talented students. Results were assessed with the Wiener Attitude Scale (to determine teacher attitude), the California Achievement Test (CAT--to measure student achievement in reading, math, language and spelling), teacher/mentor questionnaires (to measure knowledge/skills acquired by students), and individual evaluations of participating students. Pre- and post-tests indicated general teacher satisfaction with the program; no significant student gain in CAT scores; notable individual student gains on specific area tests (computer programming, typing, German, brain dominance, sculpture, racing cars) developed by the mentors/advisors; and more enthusiasm about the program from mentors/advisors than from teachers. (MH)

ED 233 949 SO 014 957

Schubert, Jane G.
Breathing Local Life into a National Strategy for Educational Equity.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Demonstration Programs; Elementary Secondary Education; *Equal Education; *Federal Programs; *Females; Parent School Relationship; Program Descriptions; Program Effectiveness; School Community Relationship; School Districts; *Sex Fairness; Training Methods
IDENTIFIERS- Womens Educational Equity Act

Activities to achieve sex equity at five demonstration sites funded by the Women's Educational Equity Act are summarized. The five sites, all local education agencies, are located in North Carolina, Massachusetts, Oregon, Arizona, and Florida. The document is organized into seven major sections. Following an introduction, Section 2 describes the characteristics of the five sites and presents data on faculty and student populations. Section 3 outlines the selection of equity materials, faculty reactions to resources, and implementation of resources at all levels. A chart demonstrates the usage of over 100 resources per school district. Section 4 focuses on the training of faculty, administrators, student teachers, student leaders, and media specialists. Compliance with Title IX is also discussed. Sections 5 and 6 describe intern and community outreach programs and public information products such as slide presentations and newsletters. Section 7 details measurement instruments used in evaluating elementary and secondary student outcomes. Findings suggest a higher degree of success among elementary students than either junior high school or high school students. Evidence also suggests that faculty are not only more aware of equity issues but also are changing their classroom behaviors. (KC)

ED 233 963 SO 014 996

Perrucci, Robert
The Failure of Excellence in Texts.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Content Analysis; Educational Needs; Higher Education; *Introductory Courses; *Sociology; *Textbook Content; *Textbook Evaluation

Research and reviews of college introductory sociology textbooks reveal that most do not accurately reflect the diversity of views and perspectives in sociology and do not accurately convey the research-based knowledge of the discipline. Content analysis of textbooks published in the last 20 years indicates that most textbooks are comprehensive, structure has changed little, content is eclectic, divergent theoretical perspectives are rarely explored, and research findings and recent scholarly contributions are rarely incorporated. An analysis of textbook reviews reveals that texts are criticized for lacking depth, neglecting contemporary macro-level societal phenomena in favor of student interest and readability, omitting summaries and syntheses of research, inadequately portraying how sociologists actually work, and not acknowledging controversy among sociologists or ambiguity in the knowledge base. Failure of excellence in textbooks is attributable to economic concerns of publishers; the existence of mass lecture sessions, which is related to the use of comprehensive texts; and constraints on authors inherent in the publication of a manuscript. The solution is for university sociology departments to publish their own textbooks. Faculty responsible for the course could write a text, receiving a reduced teaching load or summer support. Revenue from sales could be used for further support of authors or departmental programs. (KC)

ED 233 568 FL 013 865

Grittner, Frank M.
Easy for You to Say: The Great Primacy of Speech Fallacy.
Alberta Teachers Association, Edmonton. Modern Language Council.
PUB DATE 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Classroom Techniques; *Communicative Competence (Languages); *Cultural Education; Elementary Secondary Education; *Grammar; Higher Education; Learning Motivation; Listening Comprehension; Pattern Drills (Language); Reading Skills; *Second Language Instruction; Speech Communication; Student Role; *Teacher Attitudes; Teacher Effectiveness; Teaching Methods; Writing Skills

The classroom practice of promoting glib recitation, on cue, of the surface structures of a foreign language is criticized. This practice has been based on the belief that it equates with, or leads to, communicative performance but the author claims that the attempt to simplify language learning into a sequence of skills beginning with listening and speaking, to be followed by reading and writing, is wrong. Attitudinal characteristics and instructional applications of theory that typify successful teaching are: teacher attitude toward student mistakes, teacher role in language learning, grammar in the curriculum, target language in the classroom, time-on-task in language learning, classroom climate and language learning, and culture and language learning. In addition to advocating that culture be taught, the need for more work in listening and reading as prerequisites for speaking and writing is considered. It is suggested that some compression of the curriculum can be accomplished by paired and small-group work and by integrating culture with the teaching of grammar, pronunciation, and the various language skills. Other ways to better use classroom time are recommended with respect to oral communication, listening comprehension, writing, and reading. A list of 11 references with brief annotations is appended. (SW)

ED 233 629 HE 016 249

Jenkins, Hugh M.; And Others
Educating Students from Other Nations. American Colleges and Universities in International Educational Exchange.
SPONS. AGENCY- National Association for Foreign Student Affairs, Washington, D.C.
REPORT NO.- ISBN-0-87589-559-X
PUB DATE- 83
AVAILABLE FROM- Jossey-Bass, Inc., Publishers, 433 California Street, Suite 1000, San Francisco, CA 94104 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Administrator Guides; College Administration; College Admission; College Students; Cross Cultural Studies; Economic Factors; Exchange Programs; Foreign Culture; *Foreign Students; Higher Education; *International Educational Exchange; Legal Responsibility; Professional Associations; Relevance (Education); Standards; Student Adjustment; Student Recruitment; *Study Abroad
IDENTIFIERS- *National Association for Foreign Student Affairs

The range of problems, issues, and practices pertaining to international educational interchange in higher education are reviewed in this handbook for campus-based personnel and the community at large dealing with the 300,000 foreign students in America. Needs and obligations of both students and institutions are spelled out, and guidelines are presented for strengthening the process and outcomes of international study. Three main sections of the book cover (1) challenges and opportunities, (2) strengthening the process at U.S. institutions, and (3) realizing the potential of interchange. The 13 chapters are as follows: "Growth and Impact of Educational Interchanges" (Hugh M. Jenkins); "Preparing Students for Study Outside Their Home Countries" (Ellen E. Mashiko); "U.S. Students Abroad" (M. Archer Brown); "Finances: Finding the Funds for International Study" (Joan H. Joshi); "Recruitment: Ensuring Educational and Ethical Standards" (Hugh M. Jenkins); "Admissions: Developing Effective Selection Practices" (William S. Patrick); "Alien Status: Legal Issues and Institutional Responsibilities" (Alex Bedrosian); "Administration: Coordinating and Integrating Programs and Services" (Valerie Woolston); "Cross-Cultural Activities: Maximizing the Benefits of Educational Interchange" (George C. Christensen, Thomas B. Thielen); "Economics: Analyzing Costs and Benefits" (Hugh M. Jenkins); "Meeting the Educational Needs of Other Nations" (Robert B. Kaplan); "Increasing the International Relevance of U.S. Education" (Kenneth J. Cooper); and "Summary and Agenda for Future Interchanges" (John F. Reichard). Appended are NAFSA principles for international educational exchange. (LB)

Blackburn, John O.; Schiffman, Susan

Faculty Retirement at the COFHE Institutions: An Analysis of the Impact of Age 70 Mandatory Retirement and Options for Institutional Response.

Consortium on Financing Higher Education, Cambridge, MA.
PUB DATE- May 80
AVAILABLE FROM- Consortium on Financing Higher Education, Suite 500, 238 Main Street, Cambridge, MA 02142.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Age; *College Faculty; Employment Opportunities; Federal Legislation; Higher Education; *Personnel Policy; Predictive Measurement; Public Policy; *Retirement Benefits; Teacher Characteristics; *Teacher Retirement
IDENTIFIERS- *Age Discrimination in Employment Act Amend 1978; Consortium on Financing Higher Education; *Mandatory Retirement

The impact of the Age Discrimination in Employment Act Amendments of 1978 (ADEA) and possible options for adjusting to the impact were estimated for members institutions of the Consortium on Financing Higher Education (COFHE). Questionnaire information was gathered on active, departed, and retired faculty from 27 individual COFHE institutions. Modeling was used to separate out the effects of the change in retirement age and the effects of age structure. Findings include the following: the aggregate faculties of the 27 institutions increased 3.1 percent during 1973-1979; institutions became more heavily tenured over the period; the mean age of the aggregate faculties increased 1.5 years or 3.6 percent over the period; and schools are continuing to hire new junior faculty but in reduced numbers. Estimates of voluntary early retirement suggest that approximately half of all faculties will have retired voluntarily before age 70. The predicted mean age at retirement is calculated to be about 68.5 years, including 52 percent retiring at age 70. General considerations regarding early retirement incentive plans are covered, along with part-time employment options. It is concluded that a mandatory retirement age no lower than 70 will diminish employment opportunities for prospective junior faculty members, and will continue to do so until the 1990s. (SW)

ED 233 701 IR 010 792

Cartwright, Glenn F.
Symbionic Technology and Education. Report 83-02.
McGill Univ., Montreal (Quebec). Faculty of Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Artificial Intelligence; Bionics; Cognitive Processes; Communication (Thought Transfer); Computer Science; *Cybernetics; Electronic Control; Futures (of Society); Instructional Innovation; *Man Machine Systems; *Technological Advancement; Technology Transfer
IDENTIFIERS- Biocybernetics; *Biotechnology; Brain Research; Electromyography; Interface System; Microelectronics

Research findings indicate that major breakthroughs in education will have to occur through direct cortical intervention, using either chemical or electronic means. It will eventually be possible to build sophisticated intelligence amplifiers that will be internal extensions of our brains, significantly more powerful than present day computers, which may even be directly wired to the brain for both input and output. Development of such symbionic (symbiotic + bionic) devices can be projected based on emerging research in five areas: (1) "emgors" (electromyogram sensors) for controlling artificial limbs; (2) brain pacemakers and electrical brain stimulation; (3) biocybernetic communication and neurometrics, including the link between brain wave patterns and specific thoughts; (4) artificial intelligence; and (5) biocybernetics, including the use of genetic engineering principles to construct tiny biological microprocessors or "biochips." A merger of these steadily-converging areas could allow creation of the symbionic mind, defined as any apparatus consisting of some useful device interfaced with the human brain, which is capable of intelligent action. The current growth of microcomputers foreshadows a trend towards a change in the way learning occurs which symbionic technology will extend, changing the role of the student, teacher, school, and individual in society. This report lists 75 references. (LMM)

ED 233 802 PS 013 789

Warner, Laverne; Abel, Kathy
Months of the Year: A Teaching Unit of Ideas.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Class Activities; Elementary Education; *Learning Activities; *Social Studies; Teaching Methods; *Time Perspective; *Units of Study

Numerous activities are described in this instructional unit designed to help teachers of elementary school students teach children the months of the year. Each activity is labeled as to its grade-level appropriateness, though teachers may adapt different activities to integrate them into their own classroom procedures. The activities, designed for kindergarten through the sixth grade, range from pupil involvement in singing and poetry to beginning use of research, the study of international holidays, evolution of modern calendars, and the etymological study of names of months. A sample listing of books about months and seasons is given by grade level. Resources for teachers are also included. (BJD)

ED 233 919 SO 014 594

Recommended Resource Bibliography.
Women's Support Network, Inc., Santa Rosa, CA.
PUB DATE- 82
AVAILABLE FROM- National Women's History Week Project, Women's Support Network, Inc., P.O. Box 3716, Santa Rosa, CA 95402 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Audiovisual Aids; Books; Elementary Secondary Education; *English Instruction; *Females; Guides; Periodicals; Reference Materials; Resource Materials; *Sex Role; *Social Studies; *Womens Studies
IDENTIFIERS- *National History Womens Week Project; Posters

Intended for elementary and secondary educators eager to explore the roles of women in U.S. history, this annotated bibliography lists materials which offer a multi-cultural perspective and are historically accurate and interesting. The first two sections list elementary- and secondary-level books, respectively. Sections three through seven list records, posters, guides and references, journals, films and filmstrips, services and catalogs, and miscellany. (RM)

ED 233 658 HE 016 538

Brown, Karen
Bibliography. Part-Time Faculty.
PUB DATE- 30 Nov 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *College Faculty; Community Colleges; *Employment Practices; Faculty College Relationship; *Faculty Development; Higher Education; *Part Time Faculty; Personnel Policy; Private Colleges; State Colleges

An annotated bibliography on part-time faculty in higher education is presented. The 53 publications (most dated 1978-1981) cover the following topics: using part-time faculty effectively, the legal position of part-time faculty, faculty development, support needs, utilizing part-time faculty for community-based education, support for training vocational-technical adjunct faculty, faculty response to retrenchment, the ethics and economics of supplemental teaching, instructional practices, the part-time teacher and tenure in California, an analysis of work and salary cost, orientation program, eight steps to parity, a statewide model for development for part-time faculty, academic discipline of instruction/research employees in Missouri state-supported higher education institutions during 1978-1979, sex discrimination at two-year institutions, and part-time faculty employment in Ohio. Part-time faculty in community colleges, private junior colleges, and universities are included. (SW)

ED 233 672 IR 010 737

Hulten, Olof
Video Use in Sweden, 1982. Summary of SR/Pub Report No. 16-1982.
Swedish Broadcasting Corp., Stockholm.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Audiences; Films; Foreign Countries; National Surveys; Purchasing; Tables (Data); Television Surveys; *Television Viewing; *Use Studies; *Video Equipment; *Videotape Cassettes
IDENTIFIERS- *Sweden

Swedish consumer use of video recording equipment and software was surveyed through interviews with 10,700 people; the interviews were conducted by the field research staff of the Swedish Broadcasting Corporation's Audience and Programme Research Department between December 1981 and April 1982. The study focused on possession (ownership, leasing, rental) of recordings and cassettes, and on usage (recording off-air programs and playing ready-made or home-recorded cassettes), to determine how various subgroups use video. Video usage in relation to Swedish television services was emphasized. Results show a near doubling of video consumption since a similar survey in May 1981. Possession is unevenly distributed among the population with age, place of residence, and sex the principal determinants. Young men residing in urban areas show the highest average density of possession. While personal collections grow rapidly during the first 2 years of owning a video, interest in renting ready-recorded cassettes declines equally rapidly. Video viewing has not affected the volume of television consumption, which has also shown an increase since the earlier survey. (LMM)

ED 233 687 IR 010 777

Hecht, Herbert
The Introduction of Software Tools. Final Report.
SoHaR Inc., Los Angeles, CA.
SPONS. AGENCY- National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.
REPORT NO.- NBS-SP-500-91
PUB DATE- Sep 82
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (1982-360-997/2207, $4.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Research/Technical (143)
DESCRIPTIONS- Check Lists; *Computer Programs; Computer Science; Guidelines; Management Information Systems; *Man Machine Systems; Occupational Information; *Program Implementation; Programing; *Public Agencies; Purchasing; *Selection
IDENTIFIERS- Scientific Computer Programs; *Software Evaluation; *Software Tools

This publication provides guidance for the introduction of computer software tools within agencies of the United States government or within other installations where there has been little or no prior use of software tools. From a survey of current tool usage, it is concluded that the greatest obstacles to effective use of software tools are encountered in organizations employing fewer than 40 programmers, and the needs of these environments are therefore emphasized. Specific needs for software tools in programming for management information systems (MIS) and for scientific applications are discussed. Measures are described to overcome organizational obstacles to use of tools, to deal with problems arising from the tools, and to reduce the difficulties posed by existing computer installations. Also described are the responsibilities of software management, software engineers, and toolsmiths (who make minor modifications to tools and the computer environment as necessary). Steps required for the successful introduction of tools are then presented, organized both by the function responsible for their accomplishment, and the time schedule in which they must be completed. Work to be performed in each step is described in detail. A list of 14 references and the agenda and attendance list from a related workshop conclude the publication. (Author/ESR)

ED 233 833 RC 014 261

Davis, Cary; And Others
U.S. Hispanics: Changing the Face of America.
Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- Jun 83
AVAILABLE FROM- Population Reference Bureau, Inc.; Circulation Department, P. O. Box 35012, Washington, D.C. 20013 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Collected Works - Serials (022)
DESCRIPTIONS- Academic Achievement; Age Groups; Birth Rate; *Census Figures; Cubans; Family Size; Females; Health; *Hispanic Americans; *Immigrants; Labor Force; Mexican Americans; One Parent Family; Population Distribution; *Population Growth; *Population Trends; Poverty; Puerto Ricans; Residential Patterns; Sex Differences
IDENTIFIERS- *United States

With relatively high fertility and growing legal and illegal immigration, the United States' Hispanic population increased by 265% from an estimated 4 million in 1950 to 14.6 million (6.4% of the total population counted in the 1980 census). Hispanics consist of Mexican Americans (60% of the total), concentrated in the Southwest; Puerto Ricans living mainly in New York and New Jersey; Cubans headquartered in Florida; and the second largest, more scattered "Other Hispanic" group from 16 other Latin American countries and Spain, plus some Mexican Americans established many generations in the Southwest. Compared to 75% of the general population, 88% of Hispanics live in metropolitan areas. Except for Cubans, Hispanics are younger (median age 23) than the national average (median age 30 in 1980), and have higher fertility (2.5 versus 1.8 births per woman). Hispanic occupational status and educational attainment still lag far behind the average and unemployment is 40-50% higher; Hispanic families average 70% of the median income and 2.7 times the poverty rate of all white families. Young Hispanics, Cubans in particular, are beginning to catch up. The bulletin includes 5 figures, 15 tables, brief life stories of 4 Hispanics, photographs, and a map showing states where most Hispanics live. (Author/MH).

ED 233 862 RC 014 299

Ladewig, Howard
Measurement of the Organizational Effectiveness of the Cooperative Extension Service.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Citizen Participation; Educational Objectives; *Evaluation Criteria; *Extension Agents; *Extension Education; Job Analysis; Job Performance; Management by Objectives; Needs Assessment; *Organizational Effectiveness; Participative Decision Making; *Performance Factors; Program Development; *Program Effectiveness; Program Evaluation; Rural Extension; Success
IDENTIFIERS- *Cooperative Extension Service

Measurement of the organizational effectiveness of the Cooperative Extension Service (CES) could be enhanced by utilizing a multidimensional perspective in measuring outcomes of various organizational activities, particularly the Extension educational system of program development. Because multiple and conflicting environmental constraints, goals, constituents, and time frames can influence effective performance (inputs), individual performance (outputs), and changes in behavior of constituents (program accomplishments), factors within and beyond the control of CES must be included. The strength of the CES educational system is in its involvement of people in the program development process of determining planning and carrying out programs that meet their needs. Because of the importance of individual performance in carrying out system activities, organizational effectiveness is linked to measures of individual performance. Five procedural requirements are necessary to provide accurate and relevant results: needs assessment; job analysis of critical incidents necessary for effective performance; multivariant measurement and analyses to assess accuracy and relevance of measures used to determine individual performance and program accomplishments as they relate to organizational effectiveness; recognition of factors beyond organizational control and the range of options open to organizations; and commitment of adequate resources and administrative support to the task. (MH)

ED 233 890 SE 042 798

Dekkers, John; And Others
A Guide to School Self-Evaluation. Technical Report 4. Technical Report Series.
Western Australian Inst. of Technology, Bentley. Science and Mathematics Education Centre.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Curriculum Evaluation; Discipline; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Evaluators; Foreign Countries; Higher Education; Parent Participation; *Program Evaluation; Questionnaires; *School Effectiveness; Science Education; *Self Evaluation (Groups); Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Australia (Western Australia)

This guide is designed primarily for administrators/teachers to provide: an introduction to the nature and purpose of school evaluation; an approach involving evaluation of issues determined by school staff; a set of procedures to carry out the evaluation; and guidance information and instruments for conducting an evaluation. Although the guide is designed primarily for school use, it is also useful for school superintendents, school advisors, and evaluators in their deliberations on the selection and assessment of an appropriate procedure for school evaluation from among those currently in use, for pre-/in-service teacher education programs or workshops as a basis for description and discussion of school evaluation procedures, and for parents and community members involved in the evaluation process. Key areas emphasized in the body of the guide are: purpose of school evaluation; identification of issues/areas to be evaluated; determination of level(s) at which evaluation should take place; key questions which serve as criteria for issues under evaluation; and steps to be followed in the evaluation process. Appendices include a handout on the purpose of school evaluation, sample minutes of a school evaluation committee meeting, sample evaluation time line, steps in using nominal group technique for clarifying goals, evaluation instruments, sample evaluation report, and bibliography. (JN)

ED 233 905 SE 042 816

Hardeman, Carole Hall; Laquer, Barbara T.

Math and Science. Module 5. MATHCO Teacher's Guide.

Oklahoma Univ., Norman. Southwest Center for Human Relations Studies.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.

PUB DATE- 82

AVAILABLE FROM- WEEA Publishing Center, Education Development Center, Inc., 55 Chapel St., Newton, MA 02160. Cassette and filmstrip also available for each module.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Audiovisual Aids; Elementary Secondary Education; Equal Education; Filmstrips; Interdisciplinary Approach; Junior High School Students; *Learning Activities; Mathematics Anxiety; *Mathematics Education; *Mathematics Instruction; *Middle Schools; *Sciences; Sex Fairness; Teaching Guides; Worksheets

IDENTIFIERS- *MATHCO

MATHCO is a motivating series of audiovisual and print materials designed to overcome the negative effects of sex bias and stereotyping on the attitudes, interests, and aspirations of girls toward mathematics and mathematics-related careers. The materials teach mathematics skills, demonstrate relationships between mathematics and other subjects, and provide exposure to mathematics-related careers. They are useful for boys as well as girls at the pre- and early-adolescent stage; they are both multiethnic and nonsexist in text and illustrations. Module 5 considers the relationship between science and mathematics. The ability to make careful observations is stressed. Following the audiovisual script, 14 activities involving classification, levers, noise, archaeological digs, air pollution, and litter, among other topics, are considered, with activity worksheets for each. (MNS)

ED 233 585 FL 013 885

Reilly, Judy Snitzer
What Are Conditionals For?
Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Jul 83
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Child Language; English; *Language Acquisition; Semantics; Syntax; Young Children
IDENTIFIERS- *Conditionals

The form and function of conditional structures in the speech of English speaking children between the ages of 2;6 and 8 years were investigated. Two types of conditionals were distinguished: reality conditionals and unreality conditionals. Data were obtained from audiotapes of the subjects under naturalistic conditions. A five-stage acquisition sequence was described in which the child's increasing ability to deal with abstract notions underlying more complex conditional types lead to mastery of further departures from present reality. From this developmental profile it was seen that the course of conditional development and comprehension generally followed a semantic rather than a grammatical progression. Developmental progress was viewed as the superimposition of successively more abstract layers onto this basic semantic function. (RW)

ED 233 600 FL 013 909

Berns, Margie S.
English in Europe: The German Variety and Its Cultural Context.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Dialects; *English (Second Language); Language Attitudes; Language Usage; *Language Variation; Second Language Instruction
IDENTIFIERS- *West Germany

The manner in which English is being nativized in Europe is examined by focusing on German English. The recent historical development of the nativization of English in Germany and the attitudes that foster this practice are described. Among the topics addressed are: (1) the effects of the expansion of English use on the German language itself, (2) the process of nativization, (3) who uses English and for what purposes, (4) the teaching of English in West Germany, (5) communicative competence, and (6) attitudes toward German English. It is noted that there is a need for research into four issues: the suitability of a single model of language, whether a modern language program should be designed as an English as a foreign language or English as a second language program, the mutal intelligibility of non-native varieties of English, and the role of professional teaching organizations. (RW)

ED 233 716 IR 020 038

Deacon, Jim
Computer Software for Library/Media Center Applications and An Update.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Collected Works - Serials (022)
DESCRIPTIONS- *Computer Programs; Learning Resources Centers; *Library Instruction; *Library Technical Processes; *Microcomputers
IDENTIFIERS- PF Project

Software titles are listed under the name and address of the company or institution from which they are commercially available, but no price information is provided. Types of microcomputers are indicated for which each software package is available. Titles cover library skills instruction for students or other users as well as library technical processes for librarians or media specialists. Brief information regarding an elementary computer literacy curriculum and a library media consulting firm is also included. (EM)

ED 233 787 PS 013 197

Sasserath, Valerie J., Ed.
Minimizing High-Risk Parenting: A Review of What Is Known and Consideration of Appropriate Preventive Intervention. Pediatric Round Table: 7.
New Zealand Dept. of Scientific and Industrial Research, Wellington. Science Information Div.
REPORT NO.- ISBN-0-931562-07-4
PUB DATE- 83
AVAILABLE FROM- Johnson & Johnson Baby Products Company, Professional Relations Department, Grandview Road, Skillman, NJ 08558 (Paper, $6.00, plus $1.00 shipping. Entire set of 9 booklets, $45.00, plus $3.00 shipping).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTIONS- Child Abuse; Child Neglect; Early Childhood Education; Early Parenthood; *Fathers; *High Risk Persons; *Infants; Intervention; *Mothers; *Parent Child Relationship; Perinatal Influences; Pregnancy; Premature Infants

The conference papers and discussions presented in this volume convey current information and are intended to serve as a guide for intervention by health professionals and others involved with high-risk parenting situations. High-risk parenting is defined as a social condition in which normal patterns of parent/child behavior and interaction are disturbed. Contents focus on two major issues: (1) how interventions associated with the parenting process can be more effectively managed to help the child at risk and (2) the increasing recognition of the need for more effective communication between child health professionals and parents. Specifically, the volume includes sections devoted to three topic areas. Part I focuses on successful parenting, emphasizing basic adaptations, the black community, and factors in predicting success. Articles presented in part II discuss numerous concerns, including pregnancy, adolescent mothers, medically impaired infants, parents of the premature infant or child lost by death, pediatric social illnesses, and child abuse and neglect. Discussion in part III focuses on prevention of high-risk parenting outcomes and describes an intervention program and perinatal coaching. Summaries are provided following each section, and an appendix detailing funding and cost-benefit analysis of services for high-risk families and infants is included. (BJD)

ED 233 876   SE 041 710

Schwartz, Richard H.
Mathematics and Global Perspectives: A Working Team.
Global Perspectives in Education, Inc., New York, N.Y.
PUB DATE- Nov 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides-Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- *Global Approach; *Interdisciplinary Approach; Problem Sets; Resource Units; Secondary Education; *Secondary School Mathematics; Social Studies
IDENTIFIERS- PF Project

Ways in which mathematics and global education can be combined are described. Following a discussion of the need for having a citizenry capable of analyzing global issues, methods of infusing global education into the mathematics curriculum and math into the social studies curriculum are offered. Half of the document consists of eight sample problems which combine math skills and global issues. The problems (which can be used in either math or social studies classes) address waste in affluent nations, the arms race, population, global income inequalities, and global hunger. A list of resources is included. (DC)

ED 233 615 HE 015 619

Report of the Commission on University Purpose.
Alberta Univ., Edmonton. The Senate.
PUB DATE- Apr 82
AVAILABLE FROM- The Senate, The University of Alberta, 150 Athabasca Hall, Edmonton, Alberta T6G 2E8, Canada.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Access to Education; *College Role; Educational Change; *Educational History; *Educational Objectives; Foreign Countries; *Higher Education; School Community Relationship
IDENTIFIERS- Canada; *Mission Statements; *University of Alberta (Canada)

A report of the Commission on University Purpose of The University of Alberta, Canada, is presented. Based on the perceptions of the various publics, the Commission sought to clarify the purposes and functions of the university. After an introductory section on the historical development of universities and The University of Alberta, changing influences on university purpose are briefly addressed. Attention is also directed to the traditional purposes of a university: service to society and the discovery, transmission, and preservation of knowledge. The following specific roles and objectives of the university are addressed: leadership, community resource, accessibility, extension role, lifelong learning, and national and international responsibilities. Appendices include the following reports: "University Purposes: Literature Review and Canadian Overview" (Joanne McNeal in collaboration with H. H. Hodysh and A. G. Konrad); and "Brief History of The University of Alberta" (Maureen Riddell). The literature review covers historical perspectives since the time of Ancient Greece and university goals for the 1980s. The overview summarizes purpose statements of Canadian universities, and provides information on study methodology and goal orientations. A bibliography concludes the report. (SW)

ED 233 732 IR 050 375

McDonald, Fran; Stark, Matthew
A Report of a Survey on Censorship in Public Elementary and High School Libraries and Public Libraries in Minnesota.
Minnesota Civil Liberties Union, Minneapolis.
PUB DATE- Feb 83
AVAILABLE FROM- Minnesota Civil Liberties Union, 628 Central Avenue, Minneapolis, MN 55414 ($5.00 per copy).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Censorship; Elementary Secondary Education; *Library Acquisition; Library Materials; *Library Material Selection; Moral Issues; Position Papers; *Public Libraries; Questionnaires; *School Libraries
IDENTIFIERS- *Minnesota

In late 1981 and early 1982, a total of 775 public secondary school librarians, 507 elementary school librarians, and 324 public librarians in Minnesota were sent questionnaires asking about instances of censorship in their institutions from 1979 to 1981, and about their library selection and reevaluation policies. Response rates of 29 to 32% were obtained. Survey results indicated that 37% of the secondary school librarians, 52% of the elementary school librarians, and 43% of the public librarians reported challenges to library resources. Librarians also reported that 36% of the challenged resources in secondary schools, 33% in elementary schools, and 9% in public libraries were removed or restricted. Most respondents reported having written school board or officially adopted selection or reevaluation procedures for library materials, but less than half of the librarians said that they followed the policies fully. Parents were the largest sources of challenges, while books were the most frequently challenged resource in all libraries. Reasons given for challenges by all three groups of respondents were primarily obscenity, morality, and profanity. Survey report appendices include sample questionnaires, a partial list of challenged titles, and a table comparing survey results from the three groups of respondents. (ESR)

ED 233 760 JC 830 399

Johnson, Berman E.
The DeKalb High Technology Needs Assessment for Gifted Students.
DeKalb Community Coll., Clarkston, GA. DeKalb Area Vocational-Technical School.
PUB DATE- 4 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academically Gifted; Articulation (Education); Career Choice; Community Colleges; Courses; *Dual Enrollment; *High School Students; Questionnaires; School Surveys; Student Attitudes; Student Recruitment; *Technical Education; Two Year Colleges
IDENTIFIERS- *High Technology

A study was conducted by DeKalb Area Vocational-Technical School (DAVTS) to determine the attitudes of gifted high school students toward high technology as a choice for postsecondary studies and their interest in joint enrollment in DATVS's high technology programs. A student questionnaire, information on DATVS high technology programs, and a summary of the DeKalb 1981-82 Job Placement Report were distributed to high school teachers involved in the DeKalb Impact Program for gifted students. Findings, based on responses from 40% of the 1,488 DeKalb Impact students, included the following: (1) 76% of the students showed interest in the DAVTS high technology courses; (2) of DAVTS's five high technology programs (Bio-Medical Electronics Technology, Data Processing Technology, Electronic Engineering Technology, Electro-Mechanical Technology, and Mechanical Engineering Technology), respondents showed greatest interest in Bio-Medical Electronics and Data Processing Technology; (3) preferred class times were 4 to 6 p.m. and 3 to 5 p.m., biweekly; (4) 82% of the respondents favored paying a course fee; (5) 45% preferred Saturday courses; and (6) 68% favored summer courses. Based on study findings, several recommendations were made, including that an intensive and sustained publicity effort be launched around DAVTS high technology programs, and that computer and electronics courses be offered on all campuses at the times preferred by the high school students. The packet distributed to the Impact teachers is appended. (LL)

ED 233 774 JC 830 417

Ryan, Gordon Jeremiah
The Direct Economic Impact of New Jersey's Community Colleges.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTIONS- *Community Benefits; *Community Colleges; Economic Research; *Educational Economics; Expenditures; Financial Support; Human Capital; Investment; Literature Reviews; Research Design; Research Methodology; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Brookdale Community College NJ; *Economic Impact; Economic Impact Studies; New Jersey

The study described in this report examined the direct economic impact of Brookdale Community College (BCC) on Monmouth County and the economic impact of the state community college system on New Jersey. Chapter 1 reviews the background and significance of economic impact studies; discusses the issue from general, New Jersey, and BCC perspectives; highlights research questions; defines terms; and outlines the assumptions and limitations of the study.

Chapter 2 presents a literature review, including case studies and an examination of the historical and theoretical bases of economic impact studies. Chapter 3 discusses study methodology, focusing on project management, development, and implementation; research issues and questions; and study chronology. Chapter 4 presents findings within six subcategories: development of the survey; determination of the multiplier for calculating the indirect impact of each dollar spent; research questions; utilization of results; production of an economic impact study handbook; and project evaluation. Chapter 5 provides an interpretation of results within each of the same subcategories, conclusions, and recommendations. The direct economic impact survey is appended. (HB)

ED 233 803 PS 013 791

Bohen, Halcyone H., Comp.; And Others
A Corporate Reader: Work and Family Life in the 1980s.
Children's Defense Fund, Washington, D.C.
REPORT NO.- ISBN-0-938008-04-8
PUB DATE- 83
AVAILABLE FROM- Children's Defense Fund Publications, 122 C Street, N.W., Washington, DC 20001 ($7.50; orders under $25 must be prepaid; bulk discount rates are available).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Books (010)
DESCRIPTIONS- Day Care; Employed Parents; *Employed Women; *Employer Employee Relationship; Employment Opportunities; Family Characteristics; *Family Life; Flexible Working Hours; Fringe Benefits; *Futures (of Society); Sex Bias; *Social Change; *Work Environment

Articles collected in this book address issues arising from the fact that the American workforce is increasingly composed of parents. Included in the collection are short newspaper and magazine selections as well as longer magazine articles and book chapters. These materials provide primary sources documenting an historical movement of social change, analyze some of the socioeconomic developments discussed within these primary sources, and offer to the business community and others contemporary reports of the changing relationships between work and family life in the 1980's. Preceded by essays introducing each of three sections, readings are organized in the following categories: demographic, economic, and legal trends; employer responses to these trends; and problems and advantages of various work/family arrangements for individuals, families, and corporations. Articles in the first section focus on issues raised by the need for increased participation of women in the workforce. Two topics receive detailed treatment: (1) policies of industrialized countries for child care, family benefits, and working parents; and (2) the estimated constitution of the labor force in 1995. Articles in the second section briefly explore topics such as the situation faced by two-career couples, flexible benefit plans and working hours, paternity leaves and parental leaves for child care, child care as a benefit, and work at home with computers. The third section includes a discussion of occupations, earnings, and career opportunities for women in the job market. (RH)

ED 233 818 PS 013 820

Beeson, Betty Spillers
Yours, Mine or Ours: Child Custody Decisions. Revised.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adjustment (to Environment); *Court Litigation;
*Divorce; Early Childhood Education; *Noninstructional
Responsibility; Parent Child Relationship; *Parents; *Teacher Role;
*Young Children
IDENTIFIERS- *Joint Custody; Research Results

Being knowledgeable about child custody issues is one way teachers of young children can be prepared to meet their noninstructional responsibilities related to divorce. Whereas, in the past, courts have awarded custody to one parent, with increasing frequency divorcing parents are now given joint custody. California law makes joint custody the preferred resolution of custody litigation. Currently, neither a uniform, generally accepted definition of joint custody nor much research concerning joint custody exists. However, preliminary research results presently available indicate positive aspects of joint custody: parents awarded joint custody are generally satisfied with the arrangement, a continuing relationship with both parents is important for children, and children in joint custody generally adjust well. Evidence further suggests that parents can cooperate in raising their children and that litigation after divorce decreases in joint custody cases. Various recommendations (for example, that an interdisciplinary team approach be taken) have been made for advising courts about the best interests of the child in divorce cases. Early childhood educators can be important members of such interdisciplinary teams. Additionally, they can play a valuable role in the classroom by helping children with adjustment problems that originate in divorce. (RH)

ED 233 848 RC 014 278

Rivera, Manuel G.
Chicanos in the California Community Colleges: Declining Basic Skills, Early High School Graduation and the Decline of Quality High School Education.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Basic Skills; Community Colleges; *Dropout Rate; *Educational Quality; Higher Education; *High Schools; High School Seniors; *Hispanic Americans; Mexican American Education; Reading Skills; Secondary Education; Two Year Colleges; Writing Skills
IDENTIFIERS- *California Community Colleges; *Chicanos; Early Graduation

Although California's 106 Community Colleges' mission to accept any student who can profit from instruction and to provide transfer programs and vocational, continuing, and community education invites the non-traditional student to benefit from college education, the Community College students' success is not guaranteed because of the low quality education and high drop out rate in high school. The Educational Testing Service reports that students entering two-year colleges read at an average grade level of 7.1. The National Assessment of Educational Progress reports that secondary students receive very little instruction in writing. These and other deficiencies are apparent in high school graduation statistics. Although California passed minimum competency requirements for high school graduation, nearly 25% of 1981 seniors either lacked the credits to graduate or failed the competency exam. Of those failing the exam, 16% were Hispanics. Low-cost, easily accessible California Community Colleges, 5.5% of whose professional employees are Hispanic, enroll a larger number of Hispanics than any other segment of the California higher education system. Approximately 10% of the students are Hispanics. To ensure the success of these students, the Community Colleges must continue to provide instruction in basic skills and to urge participation in college governing activities. (SB)

ED 233 920 SO 014 639

Sanders, Jerry W.
Empire at Bay: Containment Strategies and American Politics at the Crossroads.
World Policy Inst., New York, NY.
REPORT NO.- ISBN-0-911646-12-6; WPP-25
PUB DATE- 83
AVAILABLE FROM- World Policy Institute, 777 United Nations Plaza, New York, NY 10017 ($3.00, 5-25 copies, 25% discount, 26 or more copies, 50% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Foreign Policy; Global Approach; International Relations; *Peace; *Politics; *World Affairs
IDENTIFIERS- Carter (Jimmy); *Containment Policy; Managerialism; Militarism; Reagan (Ronald)

The resounding defeat of President Carter's managerial approach to foreign policy had more to do with the dynamics of domestic politics than with the international events often credited for the decisive shift that followed. Managerialism is an approach for maintaining U.S. global influence which calls for a reinvigorated system of world trade and the creation of rationalized institutions of financial cooperation in partnership with the expansion of multinational corporate investment. In response to the well-organized and well-financed "Soviet threat" campaign led by the Committee on the Present Danger (CPD), domestic support for foreign policy became a greater factor than its perception abroad, not to mention the intrinsic merits of the policy itself. As a result, the debate about the proper course for the post-Vietnam era took place within increasingly narrow limits defined by the right. The accelerating momentum of the new mood, well underway before Carter lost Iran and Nicaragua, led finally to the Democrats' 1980 defeat despite the born-again militarism that characterized the administration's approach in its latter years. Any reluctance on the part of Carter and his Trilateral Commission managerialists was replaced by the enthusiasm of Reagan and his coterie of CPD warriors. Having oscillated from militarism to managerialism and back again, American politics is at an historic crossroads. One way points toward the continuing pursuit of empire; the other path favors a foreign policy cognizant that global social justice and national security have become indivisible in an age of transformation and interdependence. (RM)

ED 233 935 SO 014 911

Teacher's Guide in Population Education for Social Studies, First Year-Fourth Year. Secondary Level. (Revised for Muslim Filipinos).
Department of Education and Culture, Manila (Philippines).
SPONS. AGENCY- United Nations Fund for Population Activities, New York, N.Y.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Demography; Economic Development; Educational Objectives; Evaluation Methods; Family Life; Family Planning; Foreign Countries; Futures (of Society); Learning Activities; Migration; *Population Education; Population Growth; Population Trends; Secondary Education; *Social Studies; Units of Study; World Problems
IDENTIFIERS- Muslims

Revised to be in accordance with the customs, traditions, beliefs, and practices of the Muslim Filipinos, these social studies units will help secondary-level Filipino students understand world population problems and develop the necessary skills, attitudes, and values that will lead them to make rational decisions about population matters, particularly about family size. The units are organized topically by grade level: Population Growth and Economic Development, first year of high school; Population Issues, second year of high school; Population Changes, third year of high school; and Planning for the Future, fourth year of high school. Students are involved in many different kinds of learning activities. For example, they analyze population trends, conduct and analyze a neighborhood census, analyze case studies, role play, and read and discuss short readings. Unit information provided for each grade level includes theme, concepts, suggested time allotment, unit overview, and an outline of objectives and content. Each unit is comprised of several lessons. Each lesson includes the following information: objectives, content, teaching procedures, learning activities, and a test. Student materials are included in the lessons. (RM)

ED 233 950 SO 014 958

Deudney, Daniel
Whole Earth Security: A Geopolitics of Peace. Worldwatch Paper 55.
Worldwatch Inst., Washington, D.C.
REPORT NO.- ISBN-0-916468-54-2
PUB DATE- Jul 83
AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, DC 20036 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Global Approach; Modern History; *Nuclear Warfare; *Peace; Political Issues; *Security (Psychology); *Technological Advancement; World Problems
IDENTIFIERS- *Interdependence

The current use and potential of technology for achieving security and peace are explored. Section 1 traces the use of technology for warfare through the mastery of ocean-going sailing, the maturation of the airplane, and the development of nuclear weapons. This section suggests that these developments have led to a loss rather than an increase in security. Section 2 discusses the "transparency revolution," which refers to the military reconnaissance, sensing, command, and communication systems literally wiring the earth with a web of electronic intelligence. Section 3 focuses on current military strategies: mutually assured destruction (MAD), nuclear utilization theories (NUTS), and, according to the author's personal projection, destruction-entrusted automatic devices (DEAD). The differences in these strategies are explained: to start a war in the MAD era would have required a major political misjudgment; in NUTS, a major human error; in DEAD, a major machine malfunction. Section 4 outlines elements of planetary security. It suggests that the same transparent technology now pushing superpower military competition to its most dangerous level can be used to construct an alternative security system. Section 5 promotes good neighbor politics. The final section concludes with the notion that while technology may have overwhelmed human ethical capabilities, it has not overwhelmed our passion for security. (KC)

ED 233 964 SO 015 008

Suter, Keith D.
A New International Order: Proposals for Making a Better World.
World Association of World Federalists, North Ryde (Australia).
REPORT NO.- ISBN-0-9593-765-0-X
PUB DATE- 81
AVAILABLE FROM- World Association of World Federalists, 110 Talavera Road, North Ryde, N.S.W. 2113, Australia ($6.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTIONS- Continuing Education; *Futures (of Society); *Global Approach; International Law; *International Organizations; *International Programs; International Relations; Needs; Social Change; *World Affairs; *World Problems
IDENTIFIERS- Australia; Toffler (Alvin); United Nations

The inability of national governments to solve the world's major problems is examined, and various suggestions for solving the problems through an international government and transnational action are discussed. There are four chapters. Chapter 1 discusses changes in international relations which are resulting in a collapse of the "Old Order," for example, nations are no longer masters of their own destinies. Chapters 2 and 3 evaluate the United Nations and other schemes or groups with transnational perspectives, such as World Federalists, Global Citizens Association, Esperanto, which might provide common actions to solve common problems. The concluding chapter describes Alvin Toffler's optimistic forecast of the way in which the world could be heading, calls for a program to be conducted within Australia to make people more aware of the need for a transnational perspective, emphasizes the importance of further education, and points out the need for each person to accept the personal imperative to work for a better world. (RM)

ED 233 702 IR 010 793

Winner, Alice-Ann
Technology Implementation: A Case Study.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adoption (Ideas); Case Studies; *Change Strategies; *Computer Literacy; *Computer Oriented Programs; Computer Science Education; Curriculum Development; Elementary Education; *Inservice Teacher Education; *Microcomputers; Program Implementation
IDENTIFIERS- United Nations International School

Most computer training has made little distinction between the training of teachers and computer professionals, and few of the professional training courses discuss the fundamental elements of curriculum revision in connection with computing literacy and implementation. The implementation of computing via the microcomputer at the United Nations International (Elementary) School was studied as a change process over a 5-year period. Several aspects of the change literature thought to be advantageous in implementing change were used in the program design, implementation and evaluation. Attendance was voluntary; the instructor was a fellow teacher; instruction was conducted over an entire academic year; and formative evaluation was used to secure continuous feedback. Evaluation data provided insights into participant reactions and attitudes. The goals of this program, which were to demonstrate an increase in faculty awareness of possible computer classroom interactions and to extend this usage to demonstrated exploratory and experimental usage were successfully accomplished. A major long-term goal of inducing changes in the elementary curriculum and classroom routine has been partially accomplished, and future plans include the introduction of LOGO into the upper elementary curriculum. Both teachers and students perceived learning via the system to be as effective as in traditional instruction. This report lists 15 references. (Author/LMM)

ED 233 746 IR 060 002

Cochrane, Pauline A.
Online Public Access Catalogs. ERIC Fact Sheet.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Library Catalogs; *Library Services; *Online Systems; *Reference Services
IDENTIFIERS- Fact Sheets; PF Project

A listing is presented of 17 documents in the ERIC database concerning the Online Catalog (sometimes referred to as OPAC or Online Public Access Catalog), a computer-based and supported library catalog designed for patron use. The database usually represents recent acquisitions and often contains information about books on order and items in circulation. The ERIC documents consist of papers, journal articles, and newsletters published (with one exception) since 1980. They are listed alphabetically by author under the following categories: planning for the online catalog, description of specific OPACs, user studies, and online subject access. (KC)

ED 233 877 SE 042 203

Bell, T. H.
Statement of T. H. Bell, Secretary of Education, before the Senate Committee on Labor and Human Resources, Subcommittee on Education, Arts, and the Humanities, Science and Mathematics Education (March 9, 1983).
Department of Education, Washington, DC. Office of the Secretary.
PUB DATE- Mar 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Educational Cooperation; *Educational Improvement; Federal Aid; Federal Legislation; *Government Role; Government School Relationship; Graduation Requirements; *Mathematics Education; *Science Education; Secondary Education; *Teacher Shortage

Although quality education is a concern in every field of study, science, mathematics, and technology have a special importance in this country. They make up one of the cornerstones on which our success as a nation is built. To maintain our strength and independence, skills in these fields cannot degenerate. President Reagan has said that the declining condition of science/mathematics education has become serious enough to compromise the nation's future ability to develop and advance our traditional industrial base, and to compete in international marketplaces. The problems are particularly severe at the secondary level where there is a growing shortage of qualified science/mathematics teachers at a time when efforts are under way to raise standards and increase enrollments. In response to these problems, dozens of bills have been introduced to Congress. What is more urgent, however, is the necessity to forge an effective partnership with states, local education authorities, and private industry so that each can do its part of the job to resolve the problems. Although the federal role must be a limited one, several initiatives have been proposed, including allocating funds to states as scholarships for individuals not currently qualified to teach science/mathematics. (JN)

ED 233 569 FL 013 866

Moss, Wayne
Aural Comprehension in the Second Language Classroom.
Alberta Teachers Association, Edmonton. Modern Language Council.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Aural Learning; *Classroom Techniques; Elementary Secondary Education; Higher Education; *Language Research; Learning Activities; Learning Modalities; Learning Theories; *Listening Comprehension; Multimedia Instruction; Multisensory Learning; Pantomime; *Second Language Instruction; Sequential Approach

The importance of incorporating aural comprehension activities in the second language classroom is discussed. In addition, both the theoretical models upon which the listening comprehension research is based and the operational definitions employed by the researchers are examined. It is suggested that research demonstrates the value of emphasizing listening comprehension activities in the beginning stages of second language acquisition. To emphasize aural comprehension activities, research studies suggest that teachers may wish to: (1) use advance organizers, (2) have students create mental images, (3) use graphics to allow students to demonstrate comprehension, (4) use gestures or mime to evaluate and facilitate global comprehension, (5) vary speech rate and passage structure to teach comprehension ability, (6) develop increased memory span in students to aid their comprehension, and (7) provide instruction through the devleopment of sequential learning activities. It is claimed that the development of these skills can help students become more accurate predictors of what they will hear. This predictive ability allows the listeners to process an item more rapidly and with less effort by allowing the separation of the essential from the nonessential elements in a message. Three reasons why second language learning require development of this predictive ability are cited. (SW)

ED 233 586 FL 013 886

Richardson, G., Ed.
Teaching Modern Languages.
REPORT NO.- ISBN-0-89397-157-X; ISBN-0-89397-158-8
PUB DATE- 83
AVAILABLE FROM- Nichols Publishing Co., 155 West 72nd St., New York, NY 10023 (Hardback, $28.50; paperback, $15.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTIONS- Academically Gifted; Advanced Courses; *Audiolingual Methods; *Audiovisual Instruction; Business; Classroom Techniques; College Second Language Programs; Education Work Relationship; Elementary Secondary Education; Foreign Countries; French; Higher Education; Industry; Instructional Materials; Language Role; Language Teachers; Language Tests; Learning Activities; *Learning Problems; *Second Language Instruction; Student Evaluation; *Teaching Methods; Testing; Universities

Key areas of modern language teaching are addressed in 10 articles. In addition to a general overview of methods and aims of foreign language teaching, attention is directed to the audiolingual and audiovisual revolution, language study for the slow-learning child and for the child with above average ability, imaginative learning activities for French instruction, and the importance of foreign languages in the world today. Titles and authors are: "Aims and Objectives in Foreign Language Teaching" (A. W. Hornsey); "An Introductory Overview of Methods and Methodology" (G. Richardson); "'Direct Method' Teaching" (G. Richardson); "The Audio-Lingual and Audio-Visual 'Revolution'" (N. K. Cammish); "Foreign Languages at the Post O-Level Stage" (F. Corless and R. Gaskell); "Language Study for the Slower Learner" (E. W. Hawkins); "The Learner of Above-Average Ability" (D. Nott); "The Language Teacher as a 'Snapper-Up of Unconsidered Trifles'" (N. K. Cammish); "Assessment and Testing" (G. H. Soles); and "The Demands and Needs of the Universities, Industry and Commerce" (D. E. Ager). (SW)

ED 233 601 FL 013 910

McKee, Elaine

The Effects of Intensive Language Instruction on Student Performance in Beginning College French.

SPONS. AGENCY- State Univ. of New York, Buffalo. Coll. at Buffalo.

PUB DATE- Mar 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *French; Higher Education; *Immersion Programs; Second Language Instruction; Second Language Learning; *Second Language Programs

IDENTIFIERS- Ohio; Oklahoma

The French Immersion Program at the University of Tulsa was evaluated. Eleven students enrolled during a six-week program were compared to 20 students enrolled in a traditional program at Ohio State University. Assessment was performed using an instrument designed to measure listening, reading, and writing skills. Students in the intensive setting generally outperformed students in the traditional setting, although differences were often very slight. Immersion students did not score significantly higher in listening, reading, and writing. They did score much higher on free composition. This indicates they were more eager to use the target language, at least in the written form, than were students in the traditional classroom. Motivation influenced results, with students who wanted to learn French scoring higher than those merely wanting to fulfill language requirements. It is concluded that immersion programs are useful for students who want an immediate and firm grasp of a foreign language or students who want to preserve a language heritage without spending several semesters learning a language. (RW)

ED 233 630 HE 016 281

Admission Requirements to Canadian Faculties of Medicine and Their Selection Policies = Conditions d'Admission aux Facultes de Medecine Canadiennes et Leurs Politiques de Selection.

Association of Canadian Medical Colleges, Ottawa (Ontario).

PUB DATE- 83

AVAILABLE FROM- Association of Canadian Medical Colleges, 151 Slater Street, Ottawa, Ontario K1P 5N1, Canada ($6.00 per copy plus $1.00 postage and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)

DESCRIPTIONS- *Admission Criteria; *College Applicants; College Entrance Examinations; Foreign Countries; Higher Education; *Institutional Characteristics; *Medical Schools; Residence Requirements; *Student Characteristics

IDENTIFIERS- *Canada; *Medical College Admission Test

Information is presented to help applicants to Canadian medical colleges realistically assess their chances for gaining admission. The guide is also intended for career counselors in high schools and higher education. One section provides statistics on the following characteristics that are associated with being selected: sex, age, Medical College Admission Test (MCAT) scores, applicant's province of residence, citizenship, and number of applications filed. Information is also presented on: addresses and application information for 16 Canadian medical schools; data on the numbers of applications received; number of offers made; and places filled by each Canadian medical school in 1981-1982, the MCAT, and the Ontario Medical School Application Service. Finally, requirements and policies of the following 16 medical schools are presented: Memorial University of Newfoundland, Dalhousie University, Universite Laval, Universite de Sherbrooke, Universite de Montreal, McGill University, University of Ottawa, Queen's University, University of Toronto, McMaster University, University of Western Ontario, University of Manitoba, University of Saskatchewan, University of Alberta, University of Calgary, and University of British Columbia. (SW)

ED 233.644 HE 016 439

Potential Financial and Employment Impact of Age 70 Mandatory Retirement Legislation on COFHE Institutions.

Tillinghast, Nelson & Warren, Inc., Newton, MA.

SPONS. AGENCY- Consortium on Financing Higher Education, Cambridge, MA.
PUB DATE- Dec 79
AVAILABLE FROM- Consortium on Financing Higher Education, Suite 500, 238 Main Street, Cambridge, MA 02142.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Age; *College Faculty; Economic Factors; *Employment Opportunities; Expenditures; Federal Legislation; Higher Education; Predictive Measurement; Salaries; *Teacher Retirement; *Tenure; Trend Analysis
IDENTIFIERS- *Age Discrimination in Employment Act Amend 1978; Consortium on Financing Higher Education; *Mandatory Retirement

The impact on the age 70 mandatory retirement law on future employment opportunities and payroll costs of faculties of member institutions of the Consortium on Financing Higher Education (COFHE) was evaluated. Current and 5-year historical information on tenure-tract arts and science faculty of 27 of the COFHE institutions were analyzed. This includes data on over 8,400 active faculty as of January 1, 1979 and an additional 2,600 who have retired, died, or otherwise terminated during the last 5 years. Twenty-year faculty projections were also developed. Findings include the following: during the 1974-1978 period, the average ages for mandatory and nonmandatory retirements have remained relatively constant from year to year, at 67 and 63.6, respectively; and mandatory retirements account for about two-thirds of all retirements, and of these, the largest numbers occur at ages 65, 68, and 70, with just over half of the mandatory total occurring at age 65. It is projected that an extension of mandatory retirement to age 70 could result in as much as 57 percent of the faculty population teaching for another 1 to 5 years, with an overall average of about 3 additional years. The effect on opportunities for junior faculty openings and the availability of tenured faculty positions is noted. (SW)

Lawrence, Jeanette A.; Crisham, Patricia
Nurses' Resolutions of Six Ethical Dilemmas.
SPONS. AGENCY- Murdoch Univ., Western Australia (Australia).
PUB DATE- 83
AVAILABLE FROM- School of Education, Murdoch University, Murdoch, W.A. 6150, Australia.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Decision Making; *Ethics; Foreign Countries; *Helping Relationship; Higher Education; Information Needs; Medical Services; *Nursing; *Patients; *Personal Autonomy; Quality of Life; Self Determination; Standards; Values

Six ethical dilemmas related to nursing practice were developed and presented to registered and trainee nurses for their resolution. A non-nurse group of university students also gave decisions about what a nurse should do in each ethically-loaded situation. A dilemma was classified as recurrent if its core problem was spontaneously mentioned by at least five nurses. Twenty-one of these recurrent dilemmas were grouped according to their reflection of underlying issues of: quality of life, maintenance of professional standards, distribution of nursing resources, and information and decision rights in health care. Registered and trainee nurses had similar resolution patterns for dilemmas in four clinical situations. More registered nurses than trainees were willing to give a patient information against doctor's orders, and to refrain from vigorous resuscitation of a malformed newborn infant. University students and other non-nurse groups were less cautious than trainees in advocating the divulgence of information, and were less willing than both nurse groups to refrain from vigorous resuscitation of the newborn. The importance of discovering nurses' patterns of ethical choice for nurses is discussed in light of study findings, and a literature review on relevant issues is included. (Author/SW)

ED 233 673 IR 010 746

Timmers, Shannon F.
Developing Biology Courses for Distant Students.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Autoinstructional Aids; Biology; Course Content; *Design Requirements; *Distance Education; Foreign Countries; *Instructional Development; Instructional Materials; *Material Development; Postsecondary Education; *Production Techniques; Science Consultants; *Science Instruction
IDENTIFIERS- Content Validity

The Open Learning Institute (OLI) is both an academic institution offering distance education courses and a publishing house for developing and producing distance education course materials. OLI has no resident faculty, but draws science content experts (course writers and consultants) from other academic institutions. The development process begins with determination of the need for a particular science course such as biology, identification of a prospective course writer and consultant, and assignment of a course designer, who coordinates development and production of new courses or revision of existing courses. The designer participates in initial meetings to explain contract terms, the OLI approach, and development procedures; and assists the course writer in constructing a blueprint that delineates the entire course scope and content. Courses are produced in modular booklets called units, with manuscripts submitted individually following formal approval of the first unit by the consultant and OLI. Once course material submission, editing, and design work is completed and approved, the course is submitted for production, which follows a general pattern for science courses, though frequent revisions may be necessary. The OLI is beginning to integrate computer technology into course activities and development procedures. (LMM)

ED 233 717 IR 020 044

Business Computer Applications.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- 83

LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Accounting; *Business Education; Business Skills; *Computer Literacy; Computer Oriented Programs; Computer Programs; Learning Activities; *Microcomputers; Money Management; *Office Occupations Education; Purchasing; Resource Units; Secondary Education; Teaching Guides; *Word Processing
IDENTIFIERS- PF Project

Ideas and activities are provided for teaching computer skills and applications in business classes. Divided into sections on general applications, accounting applications, and word processing, this guide is designed as a supplement for the teacher when exposing students to the uses of computers in these areas. Most of the activities require the use of a microcomputer; however, many can be used to introduce students to computers without actually having them available. The goal of the general applications activities is to develop skills necessary for office occupations and for a variety of personal uses such as money management. The accounting activities introduce the role of the computer in business and develop skills necessary for computerized accounting. The word processing activities are designed to develop job skills in the area of word processing. Also included are recommendations for purchasing and operating computer equipment. The appendix provides many short and simple computer program listings written in the BASIC language for use with the activities. The programs are written for Apple, TRS 80, and Commodore Pet computers, but they can be adapted to other computers with minor modifications. (DC)

Pace, Robert E., Comp.
The Land of the Yakimas.
Yakima Indian Nation Media Services, Toppenish, WA.
SPONS. AGENCY- Yakima Indian Nation Tribal Conuncil, Toppenish, WA.
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTIONS- *American Indian Reservations; American Indians; Community Services; *Economic Development; *Federal Indian Relationship; Forestry; Health Services; Industrialization; Legends; Social Services; Treaties; Tribes
IDENTIFIERS- Bureau of Indian Affairs; Tribal Government; *Yakima (Nation); Yakima Valley

The information booklet details the history and development of the Yakima Nation from long before contact with the white man to the present day. It describes how the food-gathering life of the early inhabitants of Washington's Yakima Valley began to change with the arrival of the Lewis and Clark Expedition in 1805. The booklet details the influx of settlers into the area; the Treaty of 1855, in which 14 tribes and bands in the area surrendered over 10 million acres to the federal government; and the resulting War of 1855. It notes the effect of the Bureau of Indian Affairs on the Yakima between 1860 and 1900 and explains how the Allotment Act of 1891 and the purchase of fee patented lands resulted in an 80% non-Indian population within the reservation boundaries. The booklet describes the economic development of the Yakima Nation, beginning with early irrigation projects and currently including forestry, light manufacturing, seafood processing, agriculture, and heavy construction. It notes the 1935 re-establishment of tribal government and includes discussions of current education, health, and community services. The booklet also includes a discussion of Yakima customs. It is illustrated with black and white drawings and photographs. (SB)

ED 233 906 SE 042 818

Thomas, Gail E.

Math Readiness and Preparation for Competitive College Majors and Careers: The Case of Black Students.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- CSOS-R-343
PUB DATE- Jul 83
GRANT- NIE-G-83-0002
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Black Students; *Career Planning; College Preparation; *College Students; Educational Research; *Enrollment Influences; Higher Education; High Schools; Majors (Students); Mathematics Instruction; Readiness; *Secondary School Mathematics; Sex Differences; *Student Attitudes
IDENTIFIERS- *Mathematics Education Research

This study examines factors that determine the enrollment of black students in the high school math courses (i.e., advanced algebra, trigonometry, calculus) that are necessary for competitive college and major field access. The data are from a local college survey of juniors and seniors who were enrolled in eight (8) local public and private colleges in Maryland, Georgia, and the District of Columbia. Approximately 2,100 students participated in the survey. Forty-six percent (927) of the students were black. The study found that, after controlling for parental education and high school grade performance, math affinity (the extent to which black students liked high school math) was the single most important factor that significantly influenced the enrollment of black students in advanced high school math courses. Neither blacks nor whites expressed a great affinity (i.e., indicating that they liked high school math "very much") for high school math. (Author)

ED 233 616 HE 015 666

Preer, Jean L.
Lawyers v. Educators. Black Colleges and Desegregation in Public Higher Education. Contributions in American Studies, Number 61.
REPORT NO.- ISBN-0-313-23094-3
PUB DATE- 82
AVAILABLE FROM- Greenwood Press, 88 Post Road West, Westport, CT 06881 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Access to Education; *Black Colleges; Black Students; *Civil Rights Legislation; *College Desegregation; Colleges; *Court Litigation; *Educational History; Educational Opportunities; *Equal Education; Higher Education; Land Grant Universities; Laws; Legal Responsibility; Public Education; Racial Discrimination
IDENTIFIERS- Adams V Richardson; Civil Rights Act 1964; Morrill Act 1890

Issues in black higher education are examined from both educational and legal standpoints. It is noted that ambivalence toward the black public college has confounded the definition and implementation of desegregation, and that efforts to desegregate public higher education have historically reflected two concerns: the need to overturn legally enforced segregation and the need to maximize educational opportunities for black students. After an analysis of the Morrill Act of 1980, which legitimized the seperate status of black land-grant colleges, several landmark cases are discussed. These include: Missouri ex rel. Gaines v. Canada (1938), which brought up the question of equal access or equal opportunity; Sipuel v. Board of Regents (1948); Sweatt v. Painter (1950); and Florida ex rel. Hawkins v. Board of Control (1950). The Civil Rights Act of 1964 is discussed in terms of the move from segregation to

discrimination, along with Adams v. Richardson in 1970, which demanded enforcement. A list of cases and statutes is provided. (LB)

ED 233 688 IR 010 778

Powell, Patricia B., Ed.
Software Validation, Verification, and Testing Technique and Tool Reference Guide. Final Report.
Boeing Computer Services, Inc., Seattle, Wash.
SPONS. AGENCY- National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.
REPORT NO.- NBS-SP-500-93
PUB DATE- Sep 82
CONTRACT- NB79SBCA0102
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (1982-360-997/2244, $6.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Computer Programs; Computer Science; Glossaries; Program Descriptions; *Program Development; *Program Validation; *Selection
IDENTIFIERS- *Software Evaluation; Software Tools; *Validation Verification and Testing Techniques

Intended as an aid in the selection of software techniques and tools, this document contains three sections: (1) a suggested methodology for the selection of validation, verification, and testing (VVT) techniques and tools; (2) summary matrices by development phase usage, a table of techniques and tools with associated keywords, and an alphabetized table of keywords with associated techniques and tools; and (3) descriptions of 30 individual VVT techniques and tools. Each descriptive entry includes an accepted or invented title; a short description of the basic features of the technique or tool; a description of the input required for use; a description of the results of the technique or the output of the tool; a brief list of the actions that a user is expected to perform or an outline of method; an example to illustrate the inputs, outputs, and the method; a brief assessment of the effectiveness and usability of the technique or tool, including underlying assumptions and difficulties that can be expected in practice; an indication of the situation in which the technique or tool is likely to be useful; an estimate of the learning time and training needed to use the technique or tool successfully; a cost estimate; and a list of additional references. A 35-item glossary defines terminology used in the document. (ESR)

ED 233 775 JC 830 418

Winter, Gene M.; Fadale, LaVerna M.
A Systematic Guide to Implementing "Showcase of Excellence": A Statewide System for Dissemination, Diffusion and Utilization.
State Univ. of New York, Albany. Two Year Coll. Development Center.

SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Grants Administration.
PUB DATE- Sep 82
GRANT- VEA-53-82-9000
AVAILABLE FROM- Two-Year College Development Center--SUNY at Albany, 135 Western Avenue, Draper 306, Albany, NY 12222 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Community Colleges; *Demonstration Programs; Educational Quality; *Information Dissemination; *Program Validation; State Programs; Two Year Colleges; *Vocational Education
IDENTIFIERS- *New York

A project was undertaken in New York State to develop a low-cost statewide system for identifying and disseminating information on two-year college programs or activities that are effective in addressing a major occupational education issue. The resulting system consists of the following components: (1) a call for nominations, which involves the direct mailing of application forms to selected administrators at each public and independent two-year college in the state; (2) the selection of nine judges; (3) the preparation and dissemination of abstracts for the nominated projects; (4) the screening and rating of the nominated projects by the judges and the identification of projects to be "showcased"; (5) the preparation and dissemination of articles and fliers on the selected projects through direct mailings and distribution at conferences; (6) the provision of replication assistance funds; and (7) analysis of the impact of the dissemination and replication activities. The project manual provides an overview and history of the project, and for each of its components, includes information on the materials and methods used, recommendations, and a time frame for completion. Relevant materials such as application forms, sample project abstracts and fliers, and follow-up questionnaires, are also included. Abstracts of the 43 projects nominated during 1982 are provided. (HB)

ED 233 788 PS 013 362

Beckwith, Joyce
Training and Support in Childminding--A National Response: A Report on the Outcome of Regional Meetings on Training and Support Needs, Held during 1981/82.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Child Caregivers; Early Childhood Education; Foreign Countries; Meetings; *Models; *Program Development; *Training Methods; Workshops
IDENTIFIERS- *England; *Support Services

Designed to help develop a model for training and support in childminding, this report provides a close analysis of regional meetings on training and support needs in London, England. The discussion is presented in three sections. The first part provides examination of the background of the project, current trends and approaches, and justification for theoretical viewpoints. Regional meetings are outlined in part II according to organization, attendance, format, finance, and analysis of the recorded information. Specifically, the analysis of information outlines the method of analysis, issues and topics raised, categorization of issues, development within regions, key issues and problems, and conclusions. Part III based on a prior collection of 255 issues of concern, provides a revision of modules, levels, and topics for childminding training and support. A graphic format displays central core topics: social, educational, and community services; health and safety; relationships and attitudes; purposeful play and child development; abnormal development; practical workshop topics; causes for concern in childminding; and wider current issues. Condensations of group discussions are appended. (BJD)

ED 233 819 PS 013 821

Thompson, Cathy L.; Yawkey, Thomas D.

Increasing Self Concepts of Young Bilingual Children in Home Settings: Discovering the Role of Parents in Project P.I.A.G.E.T.--Title VII. Technical Paper 150.

Pennsylvania State Univ., University Park. Div. of Curriculum and Instruction.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Bilingual Students; Early Childhood Education; Home Visits; *Parent Role; *Parent Student Relationship; *Program Descriptions; *Self Concept; Spanish Speaking

The purpose of Project P.I.A.G.E.T. (Promoting Intellectual Adaptation Given Experiential Transforming) is to provide plans and procedures to develop bilingual children's self-concepts. This Title VII project, judged successful after 1 year of implementation, works with bilingual families in both the home and school settings. Its objectives include enhancing self-concept, increasing learning achievement, and developing more positive communication and interaction between child and parent. Lower socioeconomic status and a high unemployment rate characterize the bilingual families in the project. The program operates on six basic aspects of learning and growth: (1) acquisition of intelligence, (2) specific linguistic/cognitive benchmarks crucial to growth, (3) experiences to expand language and cognitive growth, (4) self-regulation of learning, (5) social interaction, and (6) children's play. These aspects provide the baseline for self-concept development. Specific activities in the home (grouped according to the dimensions of body self, social self, cognitive self, and self-esteem) may be used by parents to foster healthy self-concepts in their children. These activities include singing songs containing the child's name, reading to the child, role playing, and constructing "me" books. (BJD)

ED 233 863 RC 014 300

Copp, James H.
Community Response to an Oil Boom.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Churches; *Community Development; Community Organizations; *Community Satisfaction; Community Study; *Economic Development; *Employment Patterns; Enrollment Influences; Petroleum Industry; Population Trends; Rural Development; School Expansion; *Social Environment; Social Stratification
IDENTIFIERS- *Boomtowns; Energy Development; Impact; Impact Studies; *Texas

A study of the process of a 1977-1983 oil and gas boom in Caldwell, Texas, disproved the assumption that local social effects of rapid energy development are severe and negative. Using interviews, surveys, observation, local newspapers, and other writings as data sources, researchers determined that during the boom, Caldwell's population grew faster than usual but that the growth was culturally homogeneous. School populations increased 19% causing building programs. Residents of the former farm trade center entered a new set of jobs because of the boom, which directly created 1,000 new, longlasting, oil industry jobs and indirectly increased downtown employment by 40%. Most new employment went to Anglo workers although minority workers moved up in county and factory jobs. Assets in local financial institutions tripled and sales tax revenues were six times higher in 1982 than in 1977. The boom both broadened and deepened the social base of Caldwell, as landowners came into new money. However, the characteristics of the landowners combined with the area's traditional, prudent German-Czech culture to maintain the stable, moral order of the town. Volunteer organizations grew stronger, churches changed little, and crime was up only slightly. Most residents felt very positive about the boom. (SB)

ED 233 891 SE 042 799

Dekkers, John; And Others
An Approach to the Continuing Professional Development of Science and Mathematics Educators. Technical Report 8. Technical Report Series.
Western Australian Inst. of Technology, Bentley. Science and Mathematics Education Centre.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College School Cooperation; Curriculum Development; Educational Research; *Education Service Centers; Evaluation; Foreign Countries; Graduate Study; Higher Education; *Mathematics Education; Professional Continuing Education; Program Descriptions; *Science Education; *Science Teaching Centers; Secondary Education; *Teacher Education
IDENTIFIERS- *Australia (Western Australia)

The Science and Mathematics Education Centre (SMEC) was established in 1979 in the Division of Engineering and Science at Western Australian Institute of Technology. The establishment of an autonomous SMEC, physically located in a science/mathematics environment, is helping to bridge the gap between secondary science/mathematics teachers and specialists by: involving higher education specialists in secondary school-based research and development (R&D) activities; sponsoring activities such as discipline-oriented workshops and seminars for science/mathematics teachers and students; sponsoring visits by science/mathematics education specialists from within Australia and overseas; and by providing avenues for higher education discipline experts to become involved in school activities such as field trips and extension activities for intellectually gifted students. In addition to graduate courses (leading to Master of Applied Science Degree and Graduate Diploma in Science Education) and such R&D activities as applied educational research, curriculum development, and evaluation studies, the center is directly involved in several on-going outreach activities. In addition to workshops and seminars, these activities include producing a newsletter and information broadsheets, sponsoring of visiting fellowships, and fostering industry/education relationships. The approach to continuing science/mathematics teacher professional development evolved at SMEC could be readily adopted by other institutions of higher education. (JN)

Teacher's Guide in Population Education for Health Education, First Year-Fourth Year. Secondary Level. (Revised for Muslim Filipinos).

Department of Education and Culture, Manila (Philippines).

SPONS. AGENCY- United Nations Fund for Population Activities, New York, N.Y.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Birth Rate; Demography; Educational Objectives; Evaluation Methods; Family Planning; Foreign Countries; *Health Education; Learning Activities; Population Education; Population Growth; Secondary Education; Sex Education; Units of Study; World Problems
IDENTIFIERS- Muslims

Revised to be in accordance with the customs, traditions, beliefs, and practices of the Muslim Filipinos, these units of study for use in health education courses will help secondary-level Filipino students understand world population problems and develop the necessary skills, attitudes, and values that will lead them to make rational decisions about population matters, particularly about family size. The units are organized topically by grade level: Understanding the Sex Drive, first year of high school; Mortality Transition, second year of high school; Fecundity, Fertility, and Sterility, third year of high school; Family Planning, fourth year of high school. Students are involved in many different kinds of activities, e.g., students analyze and discuss case studies, participate in class discussions, play games, interpret tables, and construct graphs. Unit information provided for each grade level includes theme, concepts, suggested time allotment, unit overview, and an outline of objectives and content. Each unit is comprised of several lessons that include the following information: objectives, content, teaching procedure, learning activities, and a test. Student materials are included in the lessons. (RM)

ED 233 965 SO 015 022

Citizenship and Social Studies Released Exercises from the 1981-82 Assessment.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NAEP-13-CS-25
PUB DATE- Jul 83
GRANT- NIE-G-80-00003
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Princeton, NJ 08641.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Achievement; Adults; *Citizenship Education; Educational Assessment; Educational Objectives; Elementary Secondary Education; *Knowledge Level; Measures (Individuals); Questionnaires; *Social Studies; *Student Characteristics; Student Evaluation
IDENTIFIERS- *National Assessment of Educational Progress; Third Citizenship Social Studies Assess (1982)

A series of exercises developed and used by the National Assessment of Educational Progress (NAEP) focusing on citizenship and social studies objectives is provided. Every year since 1969, NAEP has gathered information about levels of educational attainments of 9-, 13-, and 17-year-olds and young adults (26-35) across the nation. Ten learning areas are assessed: art, career and occupational development, citizenship, literature, mathematics, music, reading, science, social studies, and writing. Measurement instruments are constructed from objectives devised by educators, scholars, and lay persons. This document primarily contains assessment instruments (released exercises) of NAEP's third citizenship/social studies assessment (1981-1982). Part 1 briefly explains NAEP's assessment procedures and describes the documentation provided for the various kinds of exercises in the set. Part 2 provides rationales for the questions assessing experience in political discussions and training reference resources, and part 3 discusses the taxonomic and content classifications used to develop and report on cognitive exercises. The remainder of the document contains the entire set of the experience exercises and about one-fourth of the cognitive exercises. The remainder of the cognitive exercises have not been released because they will be administered in the future. Primary type of information provided by the report: Assessment Instrument (Released Exercises). (KC)

ED 233 703 IR 010 794

Cohen, Vicki Blum
Utilizing Interactive Features in the Design of Videodisc Materials.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Design Requirements; Educational Quality; *Evaluation Criteria; *Feedback; Flexible Progression; *Individual Needs; Instructional Materials; Learning Modules; *Videodisc Recordings
IDENTIFIERS- *Interactive Systems

As the videodisc becomes a potent force in the industrial and the educational market, it becomes increasingly important to develop high-quality, effective videodisc programs. Interactivity is an important evaluation criterion when analyzing a program's instructional effectiveness. The following interactive features can be incorporated in the design of videodisc programs: (1) nonlinear format of content; (2) user control options; (3) feedback which ensures remediation; (4) modular organization of content; (5) flexibility of different user needs; (6) the Videobank (an ISO Communications trademark), which contains skill-oriented still frames related to each module or segment of the disc; and (7) the Browser (also an ISO trademark), a device which allows the viewer, trainer, or teacher to find the correct still frame in each skillbank. These new techniques are a start in the right direction, but the whole concept of interaction needs to be revised and conceived of in terms of quality, not just viewed as a student pushing a key and receiving an answer. (Author/LMM)

ED 233 733 IR 050 380

Robbin, Alice
Strategies for Increasing the Use of Statistical Data. Occasional Paper Number 158.
Illinois Univ., Urbana. Graduate School of Library and Information Science.
PUB DATE- Apr 83
AVAILABLE FROM- Publications Office, 249 Armory Building, 505 East Armory Street, Champaign, IL 61820.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Business; *Databases; *Government (Administrative Body); Information Centers; Information Networks; Information Services; *Information Utilization; *Statistical Data; Technological Advancement
IDENTIFIERS- Database Producers; Information Transfer; Machine Readable Data; *Numeric Data Bases; *Private Sector; Public Sector; University Affiliated Facilities

This paper provides a complete picture of the environment for numeric databases and a set of appropriate responses for modifying this environment. The emphasis is on the statistical database produced by the public and private sectors, with coverage of government and academic stakeholders in the statistical data transfer system. Part one describes the interdependent components of the environment--producers, distributors, users, resources, technology, and the infrastructure--and also the constraints that impede efficient and effective statistical utilization, including discontinuities in the infrastructure; fiscal stress; the competing values of privacy or access, openness or secrecy, and public and private sector responsibilities; levels of technology and expertise; and the legal-institutional framework. Part two proposes five macro-level strategies designed to modify and improve the current environment for statistical data utilization and knowledge production, including developing federal policy guidelines and standards for improving the quality of numeric data; improving the degree and quality of the interaction between government and the statistical data communities; maximizing capital investment in government-and privately-produced data resources; improving the quality of education for both information specialists and the end-users of statistical data; and altering the responsibilities of the public and private sectors for statistical data production, transfer, and utilization. The author's vita is attached. (Author/ESR)

ED 233 747 JC 820 182

Academic Crossover Study: Community Colleges, Fall 1981.
Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.
REPORT NO.- MIF-25
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Community Colleges; *Courses; *Enrollment Trends; General Education; Intellectual Disciplines; *Majors (Students); State Surveys; Student Educational Objectives; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *Course Taking Patterns; *Hawaii

In fall 1981, a study was conducted in Hawaii's community colleges to determine the course-taking patterns of different groups of student majors (e.g., the proportion of the liberal arts major's academic load that is taken in the humanities, natural sciences, etc.), and the client-serving patterns of different subject disciplines (e.g., the proportion of the student semester hours (SSH's) in the humanities generated by liberal arts majors, business majors, etc.). Study findings, based on the computerized registration reports for the 20,949 students enrolled in fall 1981, included the following: (1) course-taking and client-serving patterns had remained fairly stable over the past 5 years; (2) associate in arts students took 88% of their courses in general education, while associate in science students took 55% of their work in vocational education; (3) while liberal arts majors remained the largest consumers of general education courses, since 1977 proportionately more SSH's in general education have been taken by vocational education and unclassified students; (4) the proportion of SSH's in general education was 64% of total SSH's; (5) liberal arts majors took 88% of their work in general education courses, while vocational majors took 57% of their work in vocational education courses. The bulk of the report consists of data tables detailing SSH's by student objective and major, course level, and department, for the community college system as a whole and for each college. (HB)

Johnson, Berman E.
The DeKalb REM Test and the SAT: Concurrent Validity.
DeKalb Community Coll., Clarkston, GA. DeKalb Area Vocational-Technical School.
PUB DATE- 20 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Admission Criteria; College Admission; *College Entrance Examinations; Community Colleges; Correlation; *Educational Testing; Scores; *Student Placement; Test Validity; Two Year Colleges
IDENTIFIERS- *Reading English and Mathematics Test; *Scholastic Aptitude Test

Prior to 1979, DeKalb Community College (DCC) developed placement levels from Scholastic Aptitude Test (SAT) scores as criteria for admissions to degree-granting programs. When this procedure proved inadequate for degree admissions and student placement, DCC began generating placement levels on the basis of the Reading, English, and Mathematics (REM) test, which is composed of the Nelson-Denny Reading Test, the Test of Standard Written English, and a locally developed Mathematics Placement Test (MPT). As the Georgia State Department of Education's guidelines for degree-granting high technology programs designate SAT scores as criteria for admission, a study was conducted to compare REM placement levels with SAT scores. Using Pearson correlation coefficients, and a regression equation, placement levels and SAT scores were compared for 1,090 DCC students under 21 years of age who were enrolled in spring 1983. The study found significant correlation for total SAT scores and total REM placement levels, for SAT scores and combined reading and English placement levels, for SAT scores and individual reading and English placement levels, and for SAT mathematics scores and MPT placement levels. Further research was recommended to: (1) compare REM and SAT scores, (2) report from a more restricted universe, and (3) develop a scattergram and regression equation to predict REM scores from SAT scores and SAT scores from REM scores. (LL)

ED 233 804 PS 013 793

Ward, Mary J.; And Others
Patterns of Maternal Behavior with First- and Second-Born Children: Evidence for Consistency in Family Relations.

SPONS. AGENCY- Minnesota Univ., Minneapolis.; National Inst. of Mental Health (DHEW), Rockville, Md.
PUB DATE- Apr 83
GRANT- MC-R-270416
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attachment Behavior; *Birth Order; Disadvantaged; *Infants; *Mothers; *Parent Child Relationship; Problem Solving; *Young Children

Consistency in characteristics of maternal behavior with different siblings was investigated among 65 economically disadvantaged families, each having two children. Quality of infant/mother attachment was assessed when firstborn children were 12 and 18 months old, respectively, and when secondborn children were 12 months old. When children were 24 months old, they were observed with their mothers in a series of laboratory settings. A 6-minute toy-cleanup period was viewed as a setting in which to observe individual differences in mothers' abilities to set and maintain limits on their children's behavior. Mothers' behavior in supporting children's problem-solvigg activities was also assessed. In addition, mothers and firstborns were observed in a teaching/problem-solving task when children were 42 months old. Findings indicated notable consistency in qualities of maternal behavior. Such consistency was apparent in the ways mothers handled salient emotional issues with their older and younger children across situations and across developmental periods. (RH)

ED 233 849 RC 014 279

Fischler, Ronald S.
Child Abuse and Neglect in American Indians.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Alcoholism; American Indian Reservations; *American Indians; *Child Abuse; *Child Neglect; Community Attitudes; Community Health Services; *Cultural Differences; Cultural Influences; *Family Environment; Family Problems; Foster Care; *Health Personnel; Parent Attitudes; Parent Child Relationship; Parenthood Education; Prevention; Role Models; Social Agencies; Unwed Mothers
IDENTIFIERS- Bureau of Indian Affairs; Indian Health Service

Child abuse and neglect among American Indians is a political as well as a clinical problem, as the victims belong to one cultural group and health professionls who detect maltreatment generally belong to another. Reluctance to diagnose and report child abuse, although universal, is probably more significant in Indian communities for several reasons: unclear reporting practices, possible unfavorable community reaction to reporting of maltreatment, and absence of effective protection and treatment programs, resulting in negative consequences such as separation of children from families. Although each case of child maltreatment must be assessed individually, some general patterns are: non-Indian health and social workers' misunderstanding of traditional childrearing practices; poverty; cultural change with erosion of social supports; situational stress with ineffective social supports; unparented parents (those raised in boarding schools and foster homes, with poor parental role models); alcoholism; divorce; unusual perceptions of children (psychotic or influenced by mythology); handicapped children; and sexual abuse. Health professionals should work cooperatively with other agencies, communities, and parents to deal with child maltreatment through prevention at three levels: primary (provide education to prevent unwanted pregnancy, enhance parental adjustment to pregnancy/parenthood, facilitate parent/child attachment), secondary (early detection of maltreated children), and tertiary (intervention to minimize handicapping effects of child abuse). (MH)

ED 233 878 SE 042 785

National Assessment of Educational Progress: Mathematics. Released Exercises from the 1981-82 Assessment.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NAEP-13-MA-25
PUB DATE- Jul 83
GRANT- NIE-G-80-0003
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Elementary School Mathematics; Elementary Secondary Education; *Item Banks; Knowledge Level; Mathematical Concepts; Mathematics; *Mathematics Achievement; *Mathematics Education; Process Education; *Quantitative Tests; Scoring Formulas; Secondary School Mathematics; *Student Attitudes; *Test Items
IDENTIFIERS- *National Assessment of Educational Progress

Exercises from the National Assessment of Educational Progress (NAEP) third mathematics assessment are provided in this released exercise set. Exercises were administered to 9-year-olds, 13-year-olds, and 17-year-olds. Some exercises were administered to only one age group, others to two or more age groups. The set is divided into two parts: text and appendices. Part 1 of the text briefly explains NAEP's assessment procedures and describes the documentation provided for the various kinds of exercises in the set. Part 2 describes rationales behind the development of attitudinal and experience questions. Part 3 describes the taxonomic and content classifications used to develop and report on cognitive exercises for the assessment. (Only about one-fourth of these exercises have been released since NAEP will readminister the others in the future to determine whether the performance level of young Americans has changed.) The remainder of the set consists of copies of the released exercises and documentation for each exercise. Documentation includes reference numbers, content/process objectives, timing/administration data for each group, and sorting guides for open-ended items. Attitudinal and experience exercises make up appendix A, followed by cognitive exercises in appendix B, and data for cognitive exercises in appendix C. (JN)

ED 233 921 SO 014 706

Paulston, Rolland G.

Choosing Human Resource Interventions: A Typology Linking Country Conditions and Educational Development Strategies. Draft Report for Discussion.

Pittsburgh Univ., Pa. International and Development Education Program.

SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, D.C. Office of Science and Technology.

PUB DATE- Sep 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Classification; *Developing Nations; Economic Development; Educational Change; *Educational Development; Educational Improvement; *Educational Planning; Educational Research; Elementary Secondary Education; Higher Education; *Human Resources; Matrices; Program Development; Social Characteristics; Socioeconomic Influences

To assist the Agency for International Development in its decision-making process, a matrix which links sets of conditions in developing nations with appropriate types of educational development was produced. Key issues in the creation and use of typologies are discussed and standards for evaluating typologies are identified.

Four typological research studies--Beeby (evolutionary), Harbison and Myers (neo-evolutionary), Adams and Farrell (structural differentiation), and McGinn and Snodgrass (structural functional)--are described and assessed. How to build upon and extend these earlier works is discussed. The new framework presented has three major components: the normative or presentation of ranked goals; the analytical or criteria for choice; and the contextual or local-specific characteristics. How each of these components can be loaded with data from appropriate sources is discussed. The concluding section discusses implications of the framework for policy and application. (RM)

ED 233 951 SO 014 961

Johnston, Barry V.
The Politics of Scarcity: A Consideration of Futurist Models of Boom and Doom.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Developed Nations; Developing Nations; *Energy; *Food; *Futures (of Society); *Natural Resources; *Overpopulation; *Prediction
IDENTIFIERS- Godwin (William); Interdependence; Malthus (Thomas Robert); Marxian Analysis; Scarcity

The works of 20 futurists and their predictions for the year 2000 and beyond are examined according to four perspectives: Malthusianism, Utopianism (based on theories of William Godwin), Marxism, and social structuralism. Futurists may be grouped into one of the categories according to their theories about the interdependent problems of population, food, natural resources, and energy. Malthusians suggest that the population size should be reduced, argue that we have already depleted easily exploitable natural resources, and believe that nuclear energy will provide the energy base of the future. Utopians advocate moving more land into production through intensive agricultural techniques, accept the idea that sufficient supplies of basic minerals exist, and argue that supplies of conventional energy sources are adequate for a long range transition if change is required. Marxists attribute food crises to maldistribution and overconsumption of resources, argue that less developed countries are deprived of their own natural resources through the consumption of developed nations, and acknowledge that politics influences cost and supply much more than the issue of finite resources. Social structuralists argue that not only population growth but also its distribution exacerbates food shortages. They also argue that simpler life styles are less resource intensive and more conducive to use of soft energy paths, such as solar, wind, and biomass energy. Appendices provide charts which depict the positions of various authors on these issues. (KC)

ED 233 570 FL 013 867

McConochie, Jean Alice

Simplicity and Complexity in Scientific Writing: A Computer Study of Engineering Textbooks.

PUB DATE- 75
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Engineering; English; *English for Special Purposes; Higher Education; *Technical Writing; *Textbook Content

The relative frequency and sentence level use of syntactic structures in comtemporary written scientific English was investigated. Two thousand sentences from 100 engineering textbooks were compared with sentences from American literary prose by means of a computer program. The results confirmed the hypothesis that engineering writing uses a smaller subset of the total inventory of grammatical constructions in English than does literary writing. Engineering writers make limited use of the grammatical options available to them, especially in the variety of sector-mix arrays, range and diversity of T-unit length measured in words, number of filled sectors per T-unit, and use of inserts. The typical engineering textbook sentence comprises one T-unit 18 words long with a subject, passive verb, and complement. Engineering writing is a simpler version of English than literary writing. Thus, engineering writing is probably easier for the foreign student of English to learn. (Author/RW)

ED 233 587 FL 013 887

Mayer, John F.

Samoan Language: A Manual for the Study and Teaching of the Samoan Language as Taught by Peace Corps/W. Samoa.

Peace Corps, Washington, D.C.

PUB DATE- Dec 75

LANGUAGE- English

EDRS Price - MF01/PC17 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Dialogs (Language); Glossaries; Grammar; Lesson Plans; *Samoan; *Second Language Instruction; Vocabulary

This Samoan language manual is designed for use by both teachers and students. The manual outlines and explains each lesson for the teacher and provides a source of reference for the learner. The lessons are intended for use in the classroom under the direction of the teacher. Total immersion in Samoan and exclusion of English are important features of the course. Each lesson contains a list of topics to be taught, the method to be used, and the necessary materials. The lessons are organized into eight units covering nominatives, numbers, pronouns, verb tenses, adjectives and adverbs; miscellaneous concepts, conjunctions and prepositions, idioms, and dialogues and stories. An appendix provides a Samoan grammar, an English-Samoan glossary, and a Samoan-English glossary. (RW)

ED 233 602　　　　　　FL 013 921

Griswold, Jean S.
Foreign Language Camps at the College Level.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Second Language Programs; Communicative Competence (Languages); Higher Education; *Language of Instruction; Native Speakers; Program Development; Program Evaluation; School Schedules; *Weekend Programs
IDENTIFIERS- *Colorado State University; *Language Camps

Information on Colorado State University's foreign language camps for college students is presented. Advantages of the following two models for camps are identified: a single language camp, and a combination multi-language camp with four languages (Spanish, French, German, and Chinese). Features of the camps include: speaking in the foreign language (except for Chinese), games and activities that encourage talking, and weekend scheduling. In addition to three organizational procedures for starting the camps, a detailed planning schedule is presented, along with four examples of past schedules for language camps. Attention is also directed to funding the camps, participants (students and native speakers), and effective publicity methods. Guidelines for resource persons (foreign students who serve as native speakers) are provided, as well as a sample foreign language camp evaluation questionnaire. It is concluded that benefits of the camps for students are threefold: U.S. students felt motivated to learn a foreign language, the foreign students (native speakers) enjoyed the chance to promote study of their language, and all students and faculty had the opportunity to interact with people across linguistic and cultural boundaries. (SW)

ED 233 631 HE 016 293

McCurdy, Jack
UCLA Counseling Athletes on Careers After Their Glory Days Are Over.
PUB DATE- 14 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Athletes; *Career Counseling; College Programs; *College Students; *Counseling Services; Higher Education; Program Descriptions
IDENTIFIERS- PF Project; University of California Los Angeles

The University of California at Los Angeles (UCLA) has begun a career counseling program for student-athletes to help them explore and plan for non-athletic careers. Because few athletes ever become professionals and because they are isolated from the mainstream of university life, UCLA officials believe that a special effort is needed on their behalf. The program reflects a change in atmosphere at the university towards encouraging athletes to become solid students and preparing them for post-university life. The four-year process involves identifying marketable skills, choosing career fields, taking internships and part-time jobs, and developing job search and interview skills. One unintended benefit of the program has been a significant improvement in the grades of the participants. (DC)

ED 233 645 HE 016 440

Retirement Plans and Related Factors Among Faculty at COFHE Institutions.
Institute for Research in Social Behavior, Berkeley, Calif.

SPONS. AGENCY- Consortium on Financing Higher Education, Cambridge, MA.
PUB DATE- Apr 80
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Age; *College Faculty; Economic Factors; Educational Finance; Higher Education; Personnel Policy; Questionnaires; Research Design; *Retirement Benefits; *Teacher Attitudes; Teacher Characteristics; Teacher Morale; *Teacher Retirement; Tenure
IDENTIFIERS- *Age Discrimination in Employment Act Amend 1978; Consortium on Financing Higher Education; *Mandatory Retirement

Retirement plans and concerns of tenured faculty 40 years old and older were evaluated in 1979. For the sample of 26 member institutions of the Consortium on Financing Higher Education, 1,193 faculty members returned usable questionnaires. The evaluation focused on the following: characteristics of the faculty respondents, current circumstances and attitudes, expectations about retirement, retirement intentions and contractual obligations, incentives for voluntary retirement, the effect of inflation, correlates of retirement intentions, and the morale and career plans of middle-aged faculty. Respondents attitudes concerning five hypothetical incentive plans were also considered. Findings include the following: a majority of the respondents' intended to retire before age 70 and many planned to retire at age 65; among the senior faculty 61 years old and older who will be affected by recent legislation, only 46 percent planned to stay on until age 70, and the average expected retirement age of these oldest faculty was 68.2 years. Appendices include a questionnaire, a list of participating schools, information on the research design and methodology, an analysis of faculty "in limbo," and a comparison with the Teachers Insurance and Annuity Association's retirement study. (SW)

ED 233 660 HE 016 540

Faust, Paula J., Ed.
An Introduction to Fund Raising: The Newcomers' Guide to Development.
Council for Advancement and Support of Education, Washington, D.C.

REPORT NO.- ISBN-0-89964-214-4
PUB DATE- 83
AVAILABLE FROM- Council for Advancement and Support of Education, 11 Dupont Circle, Suite 400, Washington, DC 20036 ($16.50 prepaid; orders of 10 or more copies, $10 each plus $3 shipping per order).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Business; Capital; Donors; Educational Finance; *Fund Raising; Grants; *Grantsmanship; Higher Education; *Institutional Advancement; Philanthropic Foundations; *Private Financial Support; *School Business Officials; School Business Relationship

A comprehensive introduction to all phases of college fund-raising is presented in 14 chapters. Attention is directed to the philosophy behind development, development's role in institutional advancement, and the personal qualities that lead to success in fund-raising. Basic principles also are covered for the following: annual giving, the capital campaign, deferred giving, foundation and corporate support, research and recordkeeping, and computer applications for development. Titles and authors are as follows: "Building Your Development Philosophy" (David R. Dunlop); "Career Advancement in the Development Profession" (H. Sargent Whittier, Jr.); "No 'Instant' Fund Raisers" (John E. Dolibois); "The Role of Development in Institutional Relations" (Susan L. Washburn); "What the President Expects of Development Officers" (Edward G. Coll, Jr.); "Computer Applications in the Development Office" (Emily Pfizenmaier); "Research and Records" (Dennis M. Barden); "The Annual Fund" (Cynthia Gelhard McCaskey); "The Capital Campaign" (Ronald A. Joyce); "Deferred Giving" (Frank Minton); "Corporate Relations: The Institutional Perspective" (E. Thomas Ezell); "Corporate Relations: The Corporate Perspective" (Frances M. Kelly); "Foundation Relations: The Institutional Perspective" (Robert B. Rasmussen); and "Foundation Relations: The Foundation Perspective" (Walter E. Brooker). (SW)

ED 233 674 IR 010 749

Sather, Ruth; And Others
Elementary Computer Literacy. Student Activity Handbook.
National Business Inst., Eau Claire, WI.
PUB DATE- 82

AVAILABLE FROM- National Business Institute, 407 Galloway Street, PO Box 1626, Eau Claire, WI 54701. ($110.00 per set; extra copies of student handbook, $5.95 each plus $1.50 shipping costs).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Computer Literacy; *Computer Programs; Elementary Education; *Flow Charts; Glossaries; *Learning Activities; *Microcomputers; *Programing; Workbooks
IDENTIFIERS- Apple II; BASIC Programing Language

This workbook of ideas and activities is designed for use in correlation with the curriculum guide "Elementary Computer Literacy," which contains the answer key and suggestions for use. The Apple II microcomputer is used as an example, but the material is adaptable to other computer models. Varied activities provide practice in drawing, vocabulary development (crosswords, word searches, matching, short answer, flashcards), program writing, flow-chart development, and writing skills (poetry, creative writing), and include a variety of pencil and paper activities. Contents are organized according to six general topics, with a review following each section: (1) What is a computer? (2) How do computers work? (3) Student interaction with computers; (4) Beginning programming; (5) Everyday computers; and (6) History of computers. An operator's license and certificate are included for students who complete a computer operator training program. Suggestions for student-prepared bulletin boards and a glossary of computer terms complete the workbook. (LMM)

ED 233 718 IR 050 309

Study of the Communications Needs of the Fox Valley Interlibrary Loan Network. Final Report.

Metrics Research Corp., Atlanta, GA.

SPONS. AGENCY- Sheboygan County Federated Library System, WI.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Oriented Programs; *Cost Effectiveness; Design Requirements; Feasibility Studies; Information Needs; *Interlibrary Loans; *Library Automation; *Library Networks; Library Surveys; Microcomputers; *Telecommunications
IDENTIFIERS- Wisconsin

A study of the libraries cooperating in the Fox Valley (Wisconsin) Interlibrary Loan Network compared alternative equipment and communications scenarios which would satisfy the functions desired by the libraries. The dominant communications need identified through a survey of network participants was the sending of interlibrary loan requests among network members and between network members and other resource libraries. The study considered four major options for equipment (TWX terminals, microprocessor terminals, microcomputers, and microcomputers with central clearinghouse node) and seven different transmission possibilities (TWX direct or via computer, State Telephone System or Direct Distance Dialing at either 300 Baud or 1200 Baud data transfer rates, or Telepak, the existing system) as possible solutions to satisfy the Network's communications needs. Results indicate that microcomputer nodes with communications software could provide added functions at a cost comparable to the cost for the currently used technology. Two appendices provide results of the informal survey of library needs and the notes on system selection. (LMM)

Parsons, Elizabeth A.
Factors Influencing the Teaching of Amish Students in the Public School.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Academic Achievement; *Amish; Bilingual Students; *Cultural Influences; Educational Attitudes; *Educational Philosophy; Educational Strategies; Elementary School Curriculum; Elementary Secondary Education; Literature Reviews; Parent Attitudes; Parochial Schools; *Public Schools; Public School Teachers; Religious Cultural Groups; Religious Education; *Religious Factors; Rural Schools; School Role; Student Attitudes; Student Teacher Relationship
IDENTIFIERS- Indiana

To examine available research, largely done after 1965, and identify factors influencing academic performance of Amish students in public schools, particularly in Indiana, material was divided into four annotated bibliographic sections: Amish definition of education (three items); Amish attitudes toward education, as reflected in their society (eight items); Amish educational methods (six items); educational achievement of Amish students (five items). Conclusions were: education is extremely important to the Amish, but must have practical applications; Amish prefer to educate their children in their own parochial schools, using Amish teachers who teach the 3 R's and uphold Christian morals; if parochial schools are unavailable, Amish parents will send children to public schools and attempt to counteract worldly influence. Research also indicated that: Amish schools are successful by worldly standards; although curriculum is less varied than in public schools, Amish pupils perform at the same level as public school peers; lack of interest in arts and sciences seems encouraged by Amish society; bilingualism affects academic achievement of Amish pupils negatively, but the handicap diminishes as education progresses. Recommendations for public schools are: primary grade language arts programs should accelerate vocabulary and verbal skills; teachers should familiarize themselves with Amish culture and stress practical applications of skills taught to Amish pupils. (MH)

ED 233 907 SE 042 819

Davis, Robert B.
The Development of the Concept of "Fraction" from Grade Two through Grade Twelve. Final Report. Part One, Part Two and Appendix.
Illinois Univ., Urbana. Curriculum Lab.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 83
GRANT- NIE-G-80-0098
LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Algorithms; *Cognitive Processes; Educational Research; Elementary Secondary Education; *Fractions; Interviews; *Learning Problems; Manipulative Materials; *Mathematical Concepts; *Mathematics Education; *Mathematics Instruction
IDENTIFIERS- *Mathematics Education Research

The ideas and techniques involved in learning about fractions were investigated with students in grades 1-12, in the first 3 years of colleges, in community college mathematics courses, and in graduate school. Also included were some high school mathematics teachers, some mathematicians, and some retired persons. Part I provides the rationale and an overview of the project. Part II presents the theoretical background, plans for interviews, and the findings, with excerpts from tape-recorded interviews. An appendix contains transcripts of the interviews. It was concluded that nearly all students have access to good processing capabilities when dealing with concrete materials, and a major task of school programs is to build on these capabilities. The importance of good mental representations is stressed. (MNS)

Buckingham, Cynthia, Ed.; And Others
What Portion in the World: New Essays on Public Uses of the Humanities. Papers Presented at the National Conference of State Humanities Councils, 1981.
National Federation of State Humanities Councils, Minneapolis, MN.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 82
AVAILABLE FROM- National Federation of State Humanities Councils, 12 South 6th St., No. 527, Minneapolis, MN 55402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *College Role; Community Education; Educational Quality; Higher Education; *Humanities; *Literature Appreciation; Needs Assessment; *Oral History; Program Evaluation; Public Policy; Scholarship; Standards; *State Programs
IDENTIFIERS- *National Endowment for the Humanities; Program Objectives; *State Humanities Councils

Five essays on public uses of the humanities from the 1981 National Conference of State Humanities Councils are presented. After a foreword by Donald Gibson and an introduction by Steven Weiland, "The Uses and Status of Literature" by Catherine Stimpson is presented. She recommends that public programs in the humanities address the quarrels about literature itself. In "Quality in History Programs: From Celebration to Exploration of Values," Michael H. Frisch considers the "quality gap" in contemporary public history programming. As illustration, some issues and opportunities in community-based oral history projects are addressed. In "Scholarly Standards and Public Humanities Programs," William C. Havard discusses problems of inducing humanities scholars to participate in National Endowment for the Humanities' public programs, and the universities' role. In "Applied Humanities: Utility as Standard of Value in Public Programs" Barbara Hillyer Davis examines humanist in residence programs, while in "The Humanities and the State Councils: Retooling in the 1980s," Abraham Edel discusses the needs and values of programs of state humanities councils, self-assessment, and

criticisms of the programs. (SW)

ED 233 689   IR 010 779

District Level Instructional Media Programs in Wisconsin Public Schools, 1982. A Status Report. Bulletin No. 2416.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

REPORT NO.- WDPI-Bull-2416
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrative Policy; Administrator Qualifications; *Administrator Responsibility; *Educational Media; Elementary Secondary Education; *Learning Resources Centers; Library Administration; Media Selection; *Media Specialists; Professional Associations; *School Districts; School Libraries; Shared Services; Union Catalogs
IDENTIFIERS- Shared Resources; *Wisconsin

This report summarizes data from a May 1981 survey of Wisconsin's 433 school districts conducted by the Bureau of Instructional Media Programs of the Wisconsin Department of Public Instruction. A single narrative and 14 composite tables present information from three separate data analyses, which included computation of statewide averages for the total responses, grouping of responses by district size, and comparison of results for districts with full-time media directors and those in which directors had building-level responsibilities. To maintain confidentiality regarding Milwaukee's information, statistics for districts with enrollments greater than 50,000 were omitted. Findings are organized according to 12 basic topics addressed by the study: (1) responsibilities of the district media director; (2) district level media program staff; (3) policies (planning and selection); (4) services; (5) resource sharing; (6) union catalogs; (7) membership in professional associations; (8) audiovisual equipment; (9) facilities; (10) budget maintenance; (11) staff changes; and (12) district media director profile. (LMM)

Gammage, Philip
Children and Schooling: Issues in Childhood Socialisation.
REPORT NO.- ISBN-0-04-370118-3
PUB DATE- 82
AVAILABLE FROM- Allen & Unwin, Inc., P.O. Box 978, Building 424, Raritan Center, Edison, NJ 08817 Cloth (ISBN-0-04-370117-5), $29.50; Paper, $12.95, plus $1.50 shipping .
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Achievement; *Children; Curriculum Development; Elementary Secondary Education; Foreign Countries; History; Language Acquisition; Preschool Education; *Psychology; Questionnaires; School Role; *Self Esteem; *Socialization; Social Psychology; *Teacher Role
IDENTIFIERS- *England

Intended for teachers in training and inservice courses, the seven chapters of this book focus on children and schooling, on some of the ways child development and learning have been perceived, and on how such perceptions appear to have affected or informed the process of formal education. Fundamental to the organization of the book is the attempt to reflect a gradual development of some of the major issues in the socialization of children as seen from a social psychologist's perspective. Specifically, the seven chapters are: (1) Perspectives of Childhood: Historial Overview; (2) Schooling; (3) Psychology and Education; (4) Language, Communication, and the Curriculum; (5) Socialisation and Achievement; (6) Constraints on the Curriculum; Social-Psychological Issues; and (7) Self-Esteem and Social Learning. Three problems are focused on throughout the book: the disjuncture between theory and practice; the mismatch between the curriculum and the child; and the relevance of social learning and attribution theories, which, though important to social psychologists, seem neglected by educationists. A "rough, linguistic/cognitive socialisation chart" showing changes in conceptual growth and development, the CARALOC (Children's Attribution of Responsibility and Locus of Control) pupil questionnaire, and a copy of "Twenty Official Rules of the Schools in the USSR" are appended. (RH)

ED 233 820 PS 013 823

Huesmann, L. Rowell; Yarmel, Patty Warnick
Intellectual Competence and Aggression.
SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, Md.
PUB DATE- Aug 83
GRANT- MH-34410
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; Adults; *Aggression; Children; Family Influence; Grade 3; Individual Development; *Intellectual Development; Longitudinal Studies

Using data from a broader longitudinal study, this investigation explores within-subject and cross-generational stability of intellectual competence and the relationship of such stability to aggressive behavior. Data were gathered three times (when subjects' modal age was 8, 19, and 30 years). Initially, subjects included the entire population enrolled in the third grade in Columbia County, New York. While aggression and IQ scores were obtained for 632 subjects 8 years of age, samples available for multivariate analyses were much smaller. All, however, were sufficiently large to provide reasonable statistical power. Additional measures of IQ or achievement were made when subjects were 19 and 30 years old. When subjects were 8 years old, mothers and fathers were interviewed; when 30 years of age, data were gathered from the spouses and children. Measures relevant to this study were the California Test of Mental Maturity, school records of IQ, the Wide Range Achievement Test, Reitan's trail-making test, and a video car race game. Results suggested that aggression and intellectual competence are strongly related and that this strong relationship is due partially to the interference of aggressive behavior patterns with the development of intellectual competence. Intellectual competence and aggressive behavior showed similar patterns of stability across generations and marriage-pairs and within subjects. Early IQ did not predict change in aggression from childhood to adulthood. (RH)

ED 233 864 RC 014 301

Iadicola, Peter

The Relationship of School Racial Context and Students Background Characteristics upon Anglo, Black, and Hispanic Secondary School Student's Educational Aspirations and Expectations.

PUB DATE- Sep 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; *Academic Aspiration; Anglo Americans; Blacks; Comparative Analysis; Discipline Problems; *Educational Environment; *Ethnic Groups; Expectation; Females; Grade 8; Grade 11; *High School Students; Hispanic Americans; Locus of Control; Males; Parent Background; Peer Relationship; *Racial Relations; Regression (Statistics); Secondary Education; Self Concept; Sex Differences; Student Attitudes; *Student Characteristics; Student School Relationship
IDENTIFIERS- *Impact

The impact of school racial context (percentage of Anglo students in school and degree of Anglo peer group integration) and student background characteristics (sex, race, educational attainment of father of school racial context differed for Blacks intentions was addressed. A random subsample of Anglo (1,367), Black (1,172), and Hispanic (430) students was selected from all students in grades 8 and 11 in 19 junior and 9 senior high schools in 3 school districts in California (Monrovia, Pasadena, Oxnard) and 1 in Washington (Tacoma). Regression analysis measured the contribution of each independent variable. Results indicated that student background characteristics had a persistent effect on aspirations and expectations, even when controlling for student performance. The differential effect of student socioeconomic background and academic competence had mixed results for the three groups. The effect of school racial context differed for Blacks and Hispanics; for Black students the percentage of Anglo students in the school had a positive effect, while for Hispanic students the opposite was the case. School racial context affected minority male students but not minority female students. Further elaboration of the models is needed to account for differences in results for the three groups and between males and females. (Author/MH)

ED 233 892 SE 042 800

O'Loughlin, Michael J.; And Others
An Approach to Introducing Computing to Practicing Science and Mathematics Teachers. Technical Report 7. Technical Report Series.
Western Australian Inst. of Technology, Bentley. Science and Mathematics Education Centre.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Science; *Computer Science Education; *Educational Research; Foreign Countries; Graduate Study; Higher Education; Masters Programs; *Mathematics Education; Mathematics Teachers; Program Descriptions; *Science Education; Science Teachers; Science Teaching Centers; *Teacher Education; Teaching Methods
IDENTIFIERS- *Australia (Western Australia)

The Science and Mathematics Education Centre (SMEC) at the Western Australian Institute of Technology offers two graduate courses: Graduate Diploma in Science Education and the Master of Applied Science (Science Education). Three distinct groups of students engaged in these SMEC programs can be identified based on their interests/expertise in computing and computer education: science/mathematics teachers with interests/expertise in areas other than computing or computer education, science/mathematics teachers who wish to develop expertise in computer education, and computer specialists who wish to pursue further studies in this area. Three computing components have been developed to meet the needs of students in each of these groups. One component deals with computer science and computer education. Units emphasized in this component include all areas of computer science from programing to computer architecture as well as computer assisted instruction and instructional design. Another component focuses on the computer as a tool in educational research while a third component deals with research and evaluation in computer education. Each of these components and the audiences they serve are discussed. A strategy for teaching computing skills as a tool in educational research is also considered. The strategy includes having teachers work on

relevant and realistic tasks. (JN)

ED 233 937 SO 014 916

Anderson, Paul S.
International Models and Methods of Remote Sensing Education and Training.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cartography; Course Descriptions; *Educational Needs; *Educational Objectives; Graduate Study; Higher Education; Individualized Instruction; Locational Skills (Social Studies); Models; Nontraditional Education; Undergraduate Study
IDENTIFIERS- Distance Education; Photogrammetry; *Remote Sensing

A classification of remote sensing courses throughout the world, the world-wide need for sensing instruction, and alternative instructional methods for meeting those needs are discussed. Remote sensing involves aerial photointerpretation or the use of satellite and other non-photographic imagery; its focus is to interpret what is in the photograph or image. Remote sensing courses are classified into four models on the basis of the strength or weakness of the education and training components of each course. The first model is exemplified by high quality, graduate level programs in which relatively few photographs and images are studied, with a quantitative and specific discipline emphasis aimed at minimizing the need for expensive field work. The second model involves a strong education component with weak training; students usually study a wide variety of images illustrating diverse topics. The third model, most often used in internal courses of defense organizations, rates low in educational aspects but strong in training. The fourth model, weak in both education and training, is common in small schools and less developed countries. Recommendations are for strengthening the system of lectures and practical classes through short courses, seminars, workshops, and nontraditional methods. A course in the distance education program at the University of Brasilia (Brazil) is described. (Author/KC)

ED 233 571 FL 013 868

Goldman, Susan R.; Reyes, Maria
Use of Prior Knowledge in Understanding Fables in First and Second Languages.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Bilingual Education; *Bilingualism; Elementary Education; English; *Fables; Fiction; *Language of Instruction; Language Research; *Monolingualism; *Reading Comprehension; Recall (Psychology); *Second Language Learning; Spanish
IDENTIFIERS- *Aesop Fables

Children's understanding of fables and the degree to which knowledge used by the child to understand first language input is also used to understand second language input were studied. In addition, the way that such a relationship changes as the second language is acquired was examined. Students in Spanish-English bilingual programs in kindergarten through fourth grade and other children in monolingual English classrooms were presented Aesop's fables and asked to retell the fables and to answer inferential comprehension questions. For all students, questions and recall performance were positively correlated, with the questions demonstrating higher performance than the recalls. For the students in the bilingual programs, recall and question performance were comparable in both Spanish and English, once basic auditory and orthographic parsing skills were mastered in English. Performance in first languages (Spanish for the bilinguals; English for the monolinguals) was comparable at each grade level. The findings indicate that knowledge used to guide story comprehension in a first language is also used to guide story comprehension in the second language. This conclusion reinforces the instructional practice of using the primary language as the language of instruction while English is introduced as a second language. (Author/SW)

ED 233 704 IR 010 795

Allen, Nancy; Carringer, Robert L.

An Annotated Catalog of Unpublished Film and Television Scripts at the University of Illinois at Urbana-Champaign. Robert B. Downs Publication Fund; No. 7.

Illinois Univ., Urbana. Graduate School of Library and Information Science.

SPONS. AGENCY- Illinois Univ., Urbana. University Library.

REPORT NO.- ISBN-0-87845-069-6

PUB DATE- 83

AVAILABLE FROM- Publications Office, Graduate School of Library and Information Science, 249 Armory Bldg., 505 E. Armory Street, Champaign, IL 61820 ($15.00 per copy).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTIONS- Authors; Filmographies; Film Production Specialists; *Films; *Film Study; *Scripts; *Television

IDENTIFIERS- *Film History; *Screenplays; Screenwriters; Television History; Television Writing

Selected for the library collection for their significance in a film genre or in a director's or performer's career, about 300 scripts representing 247 film and television titles are annotated in this 3-section catalog. Alphabetically-arranged entries for feature film scripts include (1) a description of manuscript form, cover or scripts content leaf, script format, and special features; (2) comments providing details about script revision pages and annotations; and (3) identification of basic credits for the associated released film. Entries for unproduced scripts provide a description, a lengthy plot summary, comments about why the project never materialized, and, for literary adaptations or remakes, how the unproduced script differs from the original. Television scripts are described in the same manner as feature films, comments providing the network, airing date, and minimal story information. Directors represented include John Ford, Ernst Lubitsch, Elia Kazan, Billy Wilder, John Huston, George Cukor, Alfred Hitchcock, Robert Altman, and Preston Sturges, Francis Ford Coppola, Nunnally Johnson, Dudley Nichols, Ben Hecht, Sam Raphaelson, and Phillip Dunne. Scripts are listed for films dating from 1925 through 1980, including Citizen Kane, Chinatown, Fellini's Casanova, Harvey, The Philadelphia Story, and Patton. (LMM)

ED 233 719 IR 050 330

Nolan, Ernest
Using the Madonna College Library. A Self Instructional Library Orientation.
Madonna Coll., Livonia, Mich.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Autoinstructional Aids; Card Catalogs; *College Libraries; Higher Education; *Information Seeking; *Library Guides; *Library Instruction; *Library Skills; Pretests Posttests; Reference Materials; Workbooks
IDENTIFIERS- *Madonna College MI

Designed for use by students who are beginning to do research for term papers, this self-instructional library workbook presents information on the circulating and reference collections of the Madonna College Library in Livonia, Michigan. The workbook covers: (1) use of the card catalog for finding books about a specific subject and for screening books by looking at the information given on a catalog card; (2) the location of books within the library using the Dewey Decimal classification system; (3) the purpose of the library reserve room; (4) the uses and locations of major reference books, including specific encyclopedias, almanacs/yearbooks, atlases/gazeteers, dictionaries, and biographical dictionaries; (5) library special collections; (6) the use of periodicals, periodical indexes, particularly the "Reader's Guide to Periodical Literature," and compilation indexes, i.e., "Newsbank" and the "Social Issues Resource Series"; (7) the contents of the vertical file; (8) audiovisual materials in the library; and (9) suggested methods for obtaining the assistance of reference librarians. Also provided are sample catalog cards and index pages, a map of the reference collection, a pretest and posttest, exercises on using the card catalog and indexes, and answer sets for the tests and exercises. (ESR)

ED 233 734 IR 050 381

Task Force on Library and Information Service to Cultural Minorities. Hearings Held at the American Library Association Annual Conference, June 1981, San Francisco, California.

National Commission on Libraries and Information Science, Washington, D. C.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Libraries; American Indians; Asian Americans; Blacks; Fees; Hispanic Americans; *Information Needs; Library Education; *Library Materials; *Library Services; Limited English Speaking; *Minority Groups; Non English Speaking; Public Libraries; School Libraries
IDENTIFIERS- Information Technology; *Library Funding; Library Users; *User Needs

The Task Force on Library and Information Services to Cultural Minorities was established to address the information needs of four major minority groups--American Indians, Asian Americans, Blacks, and Hispanic Americans. The proceedings of the Task Force's 1981 hearings include statements and written testimony from 24 librarians, library administrators, educators, and others with experience in establishing and providing library services to minorities. Topics addressed by the participants include acquiring and cataloging of Asian language materials; employing a specialist concerned with minority library service at each state library; funding cuts that undermine library service in minority communities; eliminating discriminatory practices as reflected in the disproportionate staffing, materials, budgets, and services in the minority communities; addressing the needs of the information-poor minorities; eliminating the suppression of vital information for minority communities; avoiding the charging of fees for information which creates barriers for minorities; providing information technology to minorities; acquiring Afro-American, Asian, and Spanish materials; training librarians to work in minority communities; developing networks of minority collections; securing grants for ethnic collections; strengthening school library services for minorities; training school library personnel to become sensitive to the needs of minority children; strengthening American Indian library services; strengthening academic library services to minorities; procuring adequate funding; and developing alternative library structures for minority communities. (ESR)

ED 233 748 JC 820 324

Bers, Trudy H.

The Cluster Philosophy and Its Manifestations at Oakton Community College.

PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Administrative Organization; *Cluster Colleges; College Faculty; Community Colleges; Educational Innovation; *Organizational Change; Student Development; Student Teacher Relationship; Teaching Methods; Two Year Colleges
IDENTIFIERS- *Oakton Community College CA

The philosophy of the cluster system operating at Oakton Community College (OCC) is described in this paper along with changes that have occurred in the system over the past few years. Part I describes the social, political, and educational environment in which the philosophy of the cluster system was forged. Additionally, this section identifies the critical elements of the philosophy as the student development model, interdisciplinary courses and programs, diversity in instructional modes, emphasis on community, and organizational provisions for growth and administrative effectiveness. Manifestations of the cluster philosophy during its first years at OCC are described next, including the Directory of Courses and Sections; the role of the cluster dean in guiding, supporting, and evaluating faculty, as well as in administrative functions; the use of student development counselors as teaching faculty; biweekly meetings of cluster faculty; a non-punitive grading system; emphasis on innovation; and the breaking down of traditional barriers between students and faculty. Part II begins by relating the external and internal changes influencing the implementation of the cluster system at OCC, focusing on enrollment increases, greater proportions of part-time students and faculty, and staff turnover. Finally, responses to these changes are reviewed, such as decreased emphasis on innovation, more formal student-teacher relations, and greater attention to administrative work by cluster deans. (HB)

ED 233 762 JC 830 401

Dennis-Rounds, Jan
Study of Students Leaving Cerritos College, Spring 1983.
Cerritos Community Coll., Norwalk, Calif.
PUB DATE- 23 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *College Graduates; Community Colleges; *Dropout Attitudes; *Dropout Characteristics; *Dropouts; Institutional Evaluation; Participant Satisfaction; School Surveys; Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

In spring 1983, a study was conducted at Cerritos College to gain a better understanding of students who dropped all of their classes. The study involved exit surveys administered as part of the official drop process, exit surveys used during the graduation check process, and an analysis of institutional data on the personal and academic characteristics of spring 1983 students. Results were compared with findings from a similar study conducted in 1980. Study findings, based on survey responses from 376 dropouts and 268 graduates, included the following: (1) students dropped out due to job conflict, personal reasons, illness, or dissatisfaction; (2) 26% of the dropouts originally came to Cerritos to prepare for transfer, 26% to train for a job, 23% to explore a new career or subject, and 18% for self-enrichment; (3) since spring 1980, dropouts' values had become more pragmatic and less humanitarian; (4) dropouts consistently attributed less value to educational outcomes than graduates; (5) 67% of the dropouts felt well prepared by the college and 70% were very satisfied with the instruction they received; (6) graduates were more familiar and more satisfied with support services than dropouts; (7) 94% of the dropouts said they would recommend Cerritos to another student; (8) 61% of the dropouts did not feel they had achieved their goals while at Cerritos; and (9) compared to graduates, dropouts more frequently tended to enroll full-time, be new or re-admit students, be older females, and have fewer units earned. (LL)

ED 233 776 JC 830 419

Fadale, LaVerna M.; Winter, Gene M.
Reading in Postsecondary Occupational Education. Faculty Development Resource Manual: A Supplement. Materials Developed and Used by New York State Two-Year College Staff in the Role of Faculty Trainers.
State Univ. of New York, Albany. Two Year Coll. Development Center.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Grants Administration.
PUB DATE- Sep 82
GRANT- VEA-53-82-9002
AVAILABLE FROM- Two-Year College Development Center--SUNY at Albany, 135 Western Avenue, Draper 306, Albany, NY 12222 ($4.95).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Community Colleges; Content Area Reading; *Faculty Development; Inservice Teacher Education; Program Evaluation; Readability; *Reading Instruction; *Remedial Reading; State Programs; Teacher Developed Materials; *Textbook Evaluation; Two Year Colleges; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *New York

This resource manual supplement presents selected inservice teacher education materials developed in 1982 by two-year college staff for use in local faculty development programs in New York. Introductory material identifies the goal of the inservice project, i.e., to enhance student success in postsecondary occupational programs by increasing instructors' skill and knowledge about reading-related instructional techniques. Next, part A provides summaries of the projects undertaken by faculty teams at 11 two-year institutions, identifying team leaders and members. Then, part B presents selected program outlines and materials, designed to supplement those presented in the 1981 edition of the resource manual. These materials include: (1) an introduction to estimating the readability of textbooks; (2) instructional guidelines for integrating reading techniques into a course on manufacturing materials and processes; (3) a description of an approach including a reading component in a word processing course; (4) faculty manuals on assessing the basic skill demands of career courses, creating a student manual, and writing better objective examination questions; (5) a slide/tape program serving as an overview to reading in postsecondary occupational education; and (6) sample instruments for evaluating the effectiveness of inservice efforts. (HB)

ED 233 805 PS 013 802

Schwarz, J. Conrad
Effects of Group Day Care in the First Two Years.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; Comparative Analysis; *Day Care Centers; Early Childhood Education; *Elementary School Students; Foreign Countries; *Infants; Influences; Inservice Teacher Education; Language Acquisition; Low Income Groups; Males; *Mothers; *Preschool Children; Social Development
IDENTIFIERS- Babysitters; Bermuda; *Home Child Care

Because many children in Bermuda receive substitute care while their mothers work, several comparative studies were made of effects of maternal and nonmaternal care on children's development. Findings of an initial investigation indicated that 2-year-old children who had been in group-center care differed unfavorably from children in other forms of care on several measures. Subsequent analyses of data from children in out-of-home care before age 2 also revealed adverse effects of early group care. Particularly for males in care during their second year, care situations consisting of many hours per week in large groups with many children per caretaker were associated with lower intelligence, poorer verbal skills, and shorter attention than exhibited by children receiving other types of care. Additional studies provided support for the hypothesis that qualities of the day care environment affect the developmental levels of children's language and social development. Investigations of the long-term outcomes of group care indicated that no significant negative effects of infant group care existed in children 4 years of age; however, 4-year-old children in care at sitters' homes from 2 to 4 years of age appeared less intelligent, more passive, and more introverted than children in home care. Nonetheless, at 8 years of age, children who had experienced sitter care were found to be superior in math to children who had experienced infant group care and infant maternal care. (RH)

Makah Alphabet Book.
Makah Cultural and Research Center, Neah Bay, WA.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Aug 79
AVAILABLE FROM- Makah Cultural and Research Center, P. O. Box 95, Neah Bay, WA 98357 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *American Indian Languages; American Indians; Consonants; Elementary Secondary Education; English; *Instructional Materials; Language Usage; *Letters (Alphabet); Native Language Instruction; *Orthographic Symbols; *Phoneme Grapheme Correspondence; Vowels; Written Language
IDENTIFIERS- *Makah (Language)

The book presents the Makah alphabet decided upon in a public workshop held by the Makah Language Program in 1978, before which there was no standard Makah orthography. The 10 vowels and 34 consonants of the alphabet are presented in relation to English sounds. The book groups vowels sounds together but devotes a page to each consonant telling how to produce the sound and giving a series of words containing the sound and the English equivalent of the words. Each page is illustrated with bold black, white, and red drawings. The book contains an English-Makah vocabulary of 165 words. (SB)

ED 233 922 SO 014 732

Pereira, Peter
Perception and the Practical Arts.
PUB DATE- 12 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Course Content; *Curriculum Development; Educational Environment; *Educational Needs; Elementary Secondary Education; Interaction; *Perception; *Problem Solving; Students; Teachers
IDENTIFIERS- *Commitment; *Problem Identification

One reason why curriculum planning has received so much attention but generated so little practical activity is the inadequate grasp of the arts of perception--the arts which enable curriculum developers to see and make use of the significant and particular features of problematic situations. The four kinds of practical arts are: perception (list the symptoms which indicate something is wrong); problemation (formulate the problem); prescription (generate a plan of action); and commitment (take action). Perceptions are enhanced when guided by systematic use of the four commonplaces of educational situations--student, teacher, subject matter, and milieus. A checklist including details from all four factors should be used by curriculum planners, a proper balance must be maintained among the commonplaces, and interaction among the commonplaces should be encouraged when making curricular decisions. Curricular descriptions generalities must be imbued with particular characteristics, a process which considerably modifies their meaning. Deliberation is the pattern which should be used for curriculum development. Activities which would encourage curriculum planning include reading and analyzing accounts of actual deliberations and developing sets of commonplaces and mediating terms. (RM)

ED 233 952 SO 014 963

Trujillo, Lorenzo A.
Multiculturalism for a Global Society: Together We Can.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cultural Awareness; *Cultural Interrelationships; Cultural Pluralism; Educational Needs; Elementary Secondary Education; *Global Approach; *Intercultural Communication; *Multicultural Education; Values
IDENTIFIERS- Colorado; *Interdependence

The needs for understanding the multicultural nature of the world, creating educational opportunities for minorities, and striving toward accurate communication among cultures are addressed. The first part of the paper discusses culture in terms of the symbolic system that encodes the values of humanity at the levels of language, social structure, and world view. Symbols through which people define themselves culturally include idiomatic usage of the language, morals, religion, aesthetics, politics, common practices, and the role assigned to science. The next section, which briefly outlines schools of thought on culture and knowledge, concludes that the educational foundations must be established for society to develop a greater sense of global awareness and multiculturalism in order to allow many value systems to exist in harmony. The remainder of the paper presents statistics on college education in Colorado and describes the population and programs of the Jefferson County (Colorado) Public Schools. The school system is characterized as serving 900 immigrants from 42 language groups in a Teaching English to Speakers of Other Languages Program, instituting exemplary mathematics and foreign language programs, and actively working toward affirmative action hiring policies. (KC)

ED 233 966 SO 015 023

Procedural Handbook: 1981-82 Mathematics and Citizenship/Social Studies Assessments.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NAEP-13-MC-40
PUB DATE- Jul 83
GRANT- NIE-G-80-0003
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Princeton, NJ 08641.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Achievement; *Citizenship Education; Educational Assessment; Educational Objectives; Elementary Secondary Education; *Knowledge Level; *Mathematics Education; Measures (Individuals); Program Descriptions; Questionnaires; *Social Studies; *Student Characteristics; Student Evaluation; Tables (Data)
IDENTIFIERS- *National Assessment of Educational Progress

Procedures for the National Assessment of Educational Progress (NAEP) assessments of 9-, 13-, and 17-year-old students in mathematics and citizenship/social studies are outlined. An overview of NAEP's operation is followed by descriptions of the formulation of mathematics and citizenship/social studies objectives, development and field testing of exercises, preparation of assessment materials, and data collection. Scoring of instruments is discussed in terms of quality control, training scorers, and characteristics of scoring in the specific subject areas. The discussion of data analysis focuses on exercise and group-level analysis, measurement of differences in performance over time, precautions for data analysis, and estimating variability in achievement measures. The remainder of the overview briefly covers background variables; data origins; characteristics of the respondent questionnaire, respondent data, school principal's questionnaire, and instructional program questionnaire; school and sampling records; and derived data. Appendices, which comprise more than half the document, include 15 sets of citizenship/social studies and mathematics background questions and instructional program questionnaires, background information and statistical tables on the method of reducing random variability of estimated population proportions, a glossary of NAEP terminology, and problems in inference due to the type of data and complications in analysis. Primary type of information provided by report: Procedures (overview). (KC)

ED 233 588 FL 013 888

Cummins, Jim
Heritage Language Education: A Literature Review.
Ontario Inst. for Studies in Education, Toronto.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7743-8375-5
PUB DATE- 83
AVAILABLE FROM- Publication Sales, Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario M5S 1V6 Canada.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Achievement; *Bilingual Education; Bilingualism; Comparative Education; Educational Assessment;

*Educational Policy; Elementary Secondary Education; Foreign Countries; Immigrants; *Language of Instruction; Language Skills; *Minority Groups; Monolingualism; Preschool Education; *Program Evaluation; *Second Language Learning
IDENTIFIERS- Canada; Europe; United States

Research literature concerning the effects of incorporating the heritage languages of minority students into the regular school curriculum either as subjects or as mediums of instruction is reviewed. Program evaluations from Canada, the United States, and Europe consistently show that the use of a minority language as a medium of instruction for all or part of the school day entails no long-term loss in the development of academic skills in the majority language. There is also evidence that bilingual programs can both encourage minority parent involvement in their children's schooling and facilitate the development of minority students' academic skills. However, this pattern does not invariably emerge in the evaluation data, and further research is required to understand fully the complex interactions that appear to exist between language of instruction and a range of individual, educational, and social factors. Virtually no research data are available on the academic effects of teaching heritage languages as subjects, as opposed to using the languages as a medium of instruction. Also, because most program evaluations focus primarily on academic outcomes, little or no data are available on the impact of bilingual or heritage language programs on the educational system as a whole. Three major policy implications of the research are addressed. (Author/SW)

ED 233 603 FL 013 922

Lide, Francis
Second-Language Study and First-Language Literacy: Old Arguments and New Perspectives.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Educational Benefits; Elementary Secondary Education; *Grammar; Higher Education; Language Research; *Language Skills; Language Teachers; *Native Language Instruction; Pronunciation; *Second Language Instruction; Translation; *Vocabulary Development

The view that foreign language study contributes significantly to literacy in the native language is discussed from the perspectives of a foreign language teacher who also teaches English composition. It is suggested that there is a need for research and publications on the benefits of second language study on native language growth and on cognitive growth in general. Benefits traditionally claimed for foreign language study include the enhancement of vocabulary in the mother tongue, learning grammar (i.e., linguistic features and principles and literacy), syntactic fluency, and the ability to pronounce foreign words and proper names. It is suggested that when foreign language students practice shifts and transformations of tense and voice, the same operations are being made silently in the mother tongue. Moreover, many freshman English students have a defective tense system and difficulty in the use of the perfect tenses. It is noted that sentence-combining exercises are valuable, and that translation into English is an excellent writing exercise. It is recommended that students be made aware of the contribution of foreign language study to their linguistic knowledge and first-language skills and that foreign language teachers should assess and improve students' first-language proficiencies. In addition, it is suggested that foreign language teachers should communicate more with linguistics and English composition teachers. (SW)

ED 233 632 HE 016 294

Watkins, Beverly T.
How Some Colleges and High Schools Are Already Cooperating.
PUB DATE- 21 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Articulation (Education); College Credits; College Programs; *College School Cooperation; *Cooperative Programs; Higher Education; High School Students; Program Descriptions; Secondary Education
IDENTIFIERS- PF Project

The following cooperative programs, cited in the Carnegie Foundation's report on American secondary education, have been undertaken by colleges and universities: (1) Johns Hopkins University, through its Center for the Advancement of Academically Talented Youth, offers gifted students the opportunity to take university courses; (2) Kenyon College's School-College Articulation Program enables high schools to offer courses for college credit; (3) La Guardia Community College and the New York City Board of Education operate Middle College for educationally disadvantaged high school students; (4) Seattle University and Seattle Preparatory School created Matteo Ricci College which offers a high school diploma and college degree in six years; (5) Syracuse University's Project Advance provides courses at high schools for simultaneous high school and college credit; (6) the University of California at Berkeley's Accelerated High School Student Program allows local seniors to take courses at the university for college credit; and (7) Yale University, through the Yale-New Haven Teachers Institute, offers secondary school teachers the opportunity to study with faculty members. (DC)

The Language of Energy: A Glossary of Words and Phrases Used in the Energy Industry.
American Petroleum Inst., Washington, D.C.
PUB DATE- 83
AVAILABLE FROM- American Petroleum Institute, 1220 "L" Street, NW, Washington, DC 20005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- Coal; *Energy; *Fuels; *Geology; Glossaries; Industry; *Petroleum Industry; Power Technology

Provided is an alphabetical list or words and phrases commonly used in the energy industry. Entries range from such general terms as biomass, fossil fuels, and wetlands to such highly specific terms as Arab oil embargo of 1973-74 and Exxon Donor Solvent (EDS) Process. (JN)

ED 233 646 HE 016 443

Ellickson, Kathryn L.; And Others
An Annotated Bibliography of the Access and Choice Issue in Higher Education.
Southern Illinois Univ., Carbondale.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Access to Education; Annotated Bibliographies; *College Attendance; *College Choice; *Enrollment Influences; Government Role; Higher Education; Parent Financial Contribution; Private Colleges; State Colleges; Student Characteristics; *Student Financial Aid; Trend Analysis; *Tuition

An annotated bibliography and summaries of major issues pertaining to access and choice in higher education are presented. The introductory section discusses barriers to college attendance, demographic and sector shifts, diversity and pluralism, willingness and ability to finance universal higher education. The bibliography is divided into three sections, each of which includes a narrative discussion of issues. The first section on factors affecting access, choice, and their relationships covers attitudinal, educational, social, geographical, and financial influences. This first section contains one to two page annotations/abstracts of nine publications. The second section on values and judgments discusses the impact of financial aid on access and choice, the effect of the level of tuition on public and private enrollment, and the overall issue of diversity. This section contains annotations of 15 publications. The third section covers the debate on low tuition versus high tuition/financial aid, along with governmental, institutional, student, and family roles in financing higher education. Annotations of five publications are provided. The document concludes with a list of 15 articles, 9 books, and 7 reports. (SW)

ED 233 661 HE 016 541

Jung, Steven M.

Rapid Assessment of the ED Institutional Eligibility and Compliance Monitoring Systems. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Jul 83

AVAILABLE FROM- American Institutes for Research, Palo Alto, CA 94302.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Accountability; *Compliance (Legal); *Eligibility; Federal Aid; *Federal Programs; Government Role; *Government School Relationship; *Institutional Evaluation; *Postsecondary Education; Program Administration; Program Effectiveness
IDENTIFIERS- *Department of Education

Two U.S. Department of Education (ED) systems for establishing the initial eligibility and monitoring the performance of postsecondary institutions that participate in ED financial assistance programs were assessed. The evaluation was designed to describe and evaluate the eligibility and certification functions of ED's Eligibility and Agency Evaluation Staff, and Division of Certification and Program Review in the Office of Postsecondary Education. Estimates were provided of the burdens on postsecondary institutions and the effectiveness and efficiency of the two systems. Conclusions include: the systems are effective; although few people perceive the ED eligibility system to be burdensome, several institutional officials did not understand the necessity for submitting a new Form 1059 to update their schools' eligibility status; few people understand ED's policies for levying fines; too many small institutions enter the Title IV programs without adequate administrative expertise; procedures of the Institutional and Lender Certification Branch need clarification; the lack of a workable automated data processing system for eligibility files adversely affects efficiency; recertification following a routine change of ownership is extremely slow; and a considerable proportion of Program Review Branch staff effort is spent in smaller schools. Recommendations for each problem area are offered. (SW)

ED 233 675 IR 010 750

Sather, Ruth
Elementary Computer Literacy. Curriculum Guide.
National Business Inst., Eau Claire, WI.
PUB DATE- 82
AVAILABLE FROM- National Business Institute, PO Box 1626, Eau Claire, WI 54701 ($110.00 per set, extra copies of the student handbook $5.95 plus $1.50 shipping costs).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Annotated Bibliographies; Behavioral Objectives; *Computer Literacy; *Computer Programs; Elementary Education; Inservice Teacher Education; *Microcomputers; *Program Implementation; *Programing; Scripts; Surveys
IDENTIFIERS- Apple II; BASIC Programing Language; Computer Clubs

This guide outlines a program to familiarize elementary students with microcomputer operations, the widespread use of computers, and the computer's capabilities and limitations. The first section presents objectives, learning activities, and evaluation methods for six content areas: (1) What is a computer? (2) How do computers work? (3) Student interaction with computers, (4) Beginning programing (BASIC), (5) Everyday computers, and (6) History of computers. The level at which each objective is introduced, developed, mastered, and reviewed is indicated. A section on implementing and utilizing the microcomputer in the elementary classroom outlines procedures for training and scheduling students to operate the computer, and provides study sheets and tests for operator certification. A detailed, illustrated manual explains specific operation procedures for using the Apple II microcomputer. Additional materials provided include a teacher survey form, software selection information (criteria, evaluation forms, and selected sources), guidelines for organizing a student computer club and special projects, and two annotated bibliographies. The script for a sound filmstrip designed to introduce students and teachers to the computer, teaching suggestions, and the answer key for the related student workbook of activities and ideas are included. (LMM)

Brown, Frank N.; And Others
Wisconsin Title I Migrant Education. Section 143 Project: Development of an Item Bank. Summary Report.
Wisconsin State Dept. of Public Instruction, Madison.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 82

GRANT- G008100691
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Academic Achievement; *Computer Assisted Testing; *Computer Programs; Elementary Secondary Education; *Item Banks; Language Arts; *Mathematics; *Migrant Education; *Reading; Test Construction; Test Items
IDENTIFIERS- Computer Assisted Test Construction; User Guides; *Wisconsin

The successful Wisconsin Title 1 project item bank offers a valid, flexible, and efficient means of providing migrant student tests in reading and mathematics tailored to instructor curricula. The item bank system consists of nine PASCAL computer programs which maintain, search, and select from approximately 1,000 test items stored on floppy disks and organized under 167 subskill and 24 skill areas within reading and mathematics. The bank also contains about 70 elementary and secondary level reading passages. A user's manual fully describes the system and explains how teachers with or without access to a computer can use it to generate tests. Currently, the system cannot manage math problems using characters not on the keyboard, long story problems, or problems using graphic illustrations or extended tables. Also, the programs must be translated to BASIC, filed items must be tested for difficulty, and the language arts area must be implemented. Nevertheless, the system is the first functional item bank of its kind for use by LEAs with or without hardware. With additional data sources and more time, the item bank system will easily compete with expensive commercial banks. Appendices contain the text of five of the programs and the filed test items. (SB)

ED 233 879 SE 042 786

Estimating Aquatic Insect Populations. Introduction to Sampling.
Chihuahuan Desert Research Inst., Alpine, TX.
PUB DATE- 82
AVAILABLE FROM- Chihuahuan Desert Research Institute, Education Dept., Box 1334, Alpine, TX 79831 (single copy, $0.40; class set of 30, $10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Animals; Biology; *Entomology; Estimation (Mathematics); Field Studies; *Laboratory Procedures; *Sampling; Science Education; Science Experiments; Secondary Education; *Secondary School Science; *Wildlife
IDENTIFIERS- *Mark Capture Technique

This booklet introduces high school and junior high school students to the major groups of aquatic insects and to population sampling techniques. Chapter 1 consists of a short field guide which can be used to identify five separate orders of aquatic insects: odonata (dragonflies and damselflies); ephemeroptera (mayflies); diptera (true flies); coleoptera (beetles); and hemiptera (true bugs). In addition, members of the coleoptera and hemiptera can be keyed to family. Pertinent illustrations are included. Chapter 2 includes a discussion of and procedures for the mark-capture technique, a method that biologists use to estimate the size of a wild population. Although other methods can be used, the mark-capture works particularly well in estimating the population of aquatic insects in a single, small body of water on a given day. In addition, the concepts of randomness, ratio, and proportion are stressed in the chapter. Team and class data sheets for insect population sampling are included. (JN)

ED 233 618 HE 015 891

Lowery, William R.; And Others
College Admissions Counseling. A Handbook for the Profession.
REPORT NO.- ISBN-0-87589-549-2
PUB DATE- 82
AVAILABLE FROM- Jossey-Bass, Publishers, 433 California St., San Francisco, CA 94104 ($25.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Academic Advising; *Admissions Counseling; Career Planning; *College Admission; College Bound Students; *College Choice; College Entrance Examinations; *Decision Making; Higher Education; Secondary Education; *Student College Relationship; Student Financial Aid; *Student Needs; Student Recruitment; Transfer Policy; Two Year Colleges
IDENTIFIERS- Course Selection; National Association of Coll Admissions Counselors

Detailed information and recommendations are offered for helping students through each step of the admissions process, from planning for college to enrolling and selecting courses. The handbook is designed for college admissions officers, student services professionals, registrars, and secondary school counselors and administrators. The 32 chapters by separate authors cover the following: admissions testing, recruitment and selection procedures, financial aid, enrollment planning, academic advising, career planning, transfers from two-year colleges, services for special students, and college admissions staff training. "How-to" advice is offered on: evaluating students' needs and goals; helping students decide what kind of postsecondary education will best suit them; and working effectively with parents, teachers, administrators, and school board members. The book indicates how different types of colleges affect students' academic achievement, intellectual and emotional growth, attitudes and values, and career choice. It also shows how to guide students in making intelligent decisions about college to help ensure a good "match" between students and their prospective institutions, and presents techniques for institutions in recruiting students that they can best serve. (LB)

ED 233 690 IR 010 780

Henderson, Ronald W.; And Others
Effects of Interactive Video/Computer Instruction on the Performance of Underachieving Students in Mathematics.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Autoinstructional Aids; *Computer Assisted Instruction; Computer Programs; Field Tests; Fractions; *Mathematics Instruction; Microcomputers; Prime Numbers; *Programed Instructional Materials; Program Effectiveness; *Remedial Mathematics; Secondary Education; *Secondary School Mathematics; Videotape Recordings
IDENTIFIERS- *Courseware Evaluation; Factoring (Mathematics)

Two field trials were conducted to test the effectiveness of instructional materials, which were presented on an Apple II Plus microcomputer interfaced with a videocassette recorder, in teaching mathematical skills to students who had not made normal progress in mathematics learning. In the first field trial, 58 experimental students from a high school with a high proportion of Hispanic students participated in modules covering instruction in factors and prime numbers. A criterion-referenced pre- and posttest and a School Learning Questionnaire (SLQ) were administered to both the experimental students and to 43 control students. A second field trial retested the factors and prime numbers modules and provided a pilot test of a fractions module. The subjects were 11 volunteers from an alternative school remedial program for students who had failed to pass the basic skills competency test required for high school graduation. Pre- and posttests were again administered. The results of the field trials showed that the computer-video instructional modules were effective in teaching or reteaching mathematical skills to secondary school students. However, the hypothesis that exposure to the instructional materials would be reflected in an increase in effort attributions specific to mathematics was not supported. A 38-item bibliography accompanies this report. (ESR)

ED 233 763 JC 830 403

Silverman, Robert M.
Anatomy 1. Introduction to Human Anatomy: A Functional Approach.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Anatomy; *Course Content; Course Descriptions; *Course Objectives; Course Organization; *Human Body; *Science Instruction; Two Year Colleges

An introductory human anatomy course designed to provide the basic understanding of human structure necessary for further study in allied health and related fields is described. First, a general course description provides an overview; discusses the courses' place within the science curriculum, noting that it does not meet the general education requirements for the California State University system, but does satisfy graduation requirements for the associate of arts degree; states time assignments; and lists registration requirements. Next, information is provided on the organization and objectives of the course. Following an enumeration of terminal and long-range course goals, a course outline, a list of texts and supplies, and a list of the self-paced instructional programs required are provided. Appropriate laboratory attitudes and student and course evaluation methods are discussed next, followed by a student questionnaire. The bulk of the report outlines the goals, specific behavioral objectives, and learning activities for each of the six course units: Introduction to Human Anatomy, Axial Region, Appendicular Region, Nervous System, Thoracic Region, and Abdominal and Pelvic Region. (LL)

ED 233 790 PS 013 583

Francis, Patricia L.; Jones, Freda A.
The Role of Infant Cognitive Level in Mother-Infant Interaction.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Age; Developmental Disabilities; *High Risk Persons; Infant Behavior; *Infants; *Mental Age; Mothers; *Parent Child Relationship; Premature Infants; *Sex; Videotape Recordings
IDENTIFIERS- *Parity; Social Interaction

Videotapes of mother/infant pairs were made to assess the influence of selected infant and maternal characteristics on parent/child interaction. Characteristics of interest were infant mental age, infant chronological age, infant gender, and parity. Subjects were 37 mothers (20 primiparous, 17 multiparous) and their infants (19 males, 18 females) who had been referred to an infant evaluation clinic due to suspected developmental delay; 14 had experienced premature delivery. Videotapes were approximately 5 minutes in duration and were usually of mothers seated in a rocking chair with infant in arms. Two independent observers using a 5-second time-sampling technique coded the tapes, noting the frequency with which mothers and infants engaged in tactile, vocal, and visual interactions. Subsequently, three dyadic measures were derived from the coded behaviors; each measure was determined within specific modalities. In particular, instances were identified in which (1) either or both partners were engaged in interaction during the same 5-second period, (2) mother and infant took turns within the same period, and (3) both partners were engaged in the same activity during a time frame. Among the results was the finding that infant mental age and chronological age exerted differential impact on interactions. Higher amounts of tactile and visual interaction were found in primiparous dyads than in multiparous dyads. In contrast to findings with normal infant samples, no gender effects were found. (RH)

ED 233 806 PS 013 805

Schwarz, J. Conrad
Infant Day Care: Effects at 2, 4, and 8 years.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Blacks; Child Caregivers; Cognitive Ability; Comparative Analysis; *Day Care Centers; Early Childhood Education; *Elementary School Students; Foreign Countries; *Individual Characteristics; *Infants; Longitudinal Studies; Personality; *Preschool Children; Whites
IDENTIFIERS- Babysitters; Bermuda; *Home Child Care; Retrospective Studies (Psychology)

Two studies examined possible effects of four modes of infant care on child behavior exhibited later. Modes included care at home by the mother, at home by a relative or sitter, at a sitter's home, and in a group care center. First, a longitudinal study assessed children at 2 years of age on a wide array of personality and cognitive measures. A total of 115 children from the original sample were reassessed on the same dimensions at 4 years of age. Data were analyzed within the frameworks of two overlapping designs, which focused differentially on race of subjects and mode of care. A second, retrospective study of 122 black elementary school students 8 years of age investigated the relationship of six personality dimensions to the predominant mode of care experienced by subjects during the first 2 years of life. No significant statistical association was found after the effects of familial advantage and sex variables had been removed. Results of both studies suggested that the effects of various modes of infant care may become overshadowed by the effects of other, later experiences to the extent that, by the time the child is of school age, the effects are undetectable by ordinary methods. (RH)

ED 233 821 PS 013 831

Burns, Ailsa; And Others
Conditions of Life and Parental Values.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; Ethnic Groups; Factor Analysis; Foreign Countries; *Housing; *Immigrants; Multivariate Analysis; *Parent Attitudes; Predictor Variables; *Quality of Life; *Social Class; *Values
IDENTIFIERS- Australia (New South Wales)

Kohn's work on the relationship between social class and parental values was expanded by searching for value dimensions other than Kohn's self-direction/conformity construct and by investigating three aspects of social structure: immigrant status, quality of neighborhood, and housing type. Data were collected from parents of 305 9- to 11-year-old children residing in Sydney, Australia. Kohn's parental values instrument was used, and data were analyzed by multivariate regression. Immigrant status, neighborhood quality, family income, child's sex, and street type all predicted particular parental value sets. Non-Anglo immigrants differed from other groups in their strong emphasis on school performance and sibling relations. Parents in lower risk/higher quality neighborhoods put greater value on children's sociability than did those in higher risk/lower quality neighborhoods. Self-control, school performance, and tidiness were favored by middle-income families. Parents living in industrial/commercial streets devalued school performance, achievement striving, and curiosity. Parental occupation and education did not have significant predictive power over and above the contribution of social structural variables. Reanalysis of the data according to Kohn's factor-analytic procedure gave the traditional self-direction/conformity factor, but immigrant status, quality of neighborhood, and income continued to explain more variance than did occupation or education. Implications of the findings are discussed. (Author/RH)

ED 233 865 RC 014 302

Iadicola, Peter
School Characteristics and Assimilation; The Dilemma of Desegregation Revisited.
Indiana Univ., Fort Wayne.
SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, Md.
PUB DATE- Jan 80
GRANT- MH-26607-03
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Acculturation; Anglo Americans; *Cultural Pluralism; *Educational Environment; Educational Resources; Elementary Education; Ethnicity; *Hispanic Americans; Institutional Characteristics; Power Structure; Research Methodology; *School Desegregation; Sex Differences; *Socioeconomic Status; Student Attitudes
IDENTIFIERS- California

School environments conducive to equal status relations appear counter-productive to assimilation, according to a study of the relationship between school status characteristics and assimilation levels achieved by Hispanic sixth graders. A prior study provided data for this research from 10 desegregated elementary schools in California regarding peer group contextual factors (percent Anglo, school socioeconomic status), resegregation processes (levels of norm-referenced testing, grouping, classroom competition, school busing differences), and multicultural modeling processes (multicultural curriculum; cultural differences in school resources, staff power, and parent power). The study also provided data regarding three indicators of assimilation: ethnic salience, ethnic self-attitudes, and attitudes toward other ethnic groups. Results indicated that peer group contextual factors were important to assimilation: the higher the percent Anglo and the school's socioeconomic status, the lower the level of favorable ethnic self-attitudes. Resegregation processes were highly significant correlates of status inequality between Anglo and Hispanic students, especially Hispanic females, and all resegregation processes were significantly correlated with at least one assimilation indicator. The multicultural modeling processes were only significantly correlated with ethnic salience and self-attitude. Overall, the two goals of desegregation appeared incongruent. Reassessment of desegregation goals is necessary because of changing political forces in minority communities. (SB)

ED 233 893 SE 042 801

Carrada, G., Ed.; And Others

Quantitative Analysis and Simulation of Mediterranean Coastal Ecosystems: The Gulf of Naples, a Case Study. Report of a Workshop on Ecosystem Modelling (Naples, Italy, March 28-April 10, 1981).

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine Sciences.

PUB DATE- 83

AVAILABLE FROM- Division of Marine Sciences, UNESCO, Place de Fontenoy, 75700 Paris, France.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - General (140)

DESCRIPTIONS- College Science; *Computer Programs; *Ecology; Higher Education; *Marine Biology; *Models; *Oceanography; *Physical Sciences; Sampling; Scientific Research; Simulation; Water Resources; Workshops

IDENTIFIERS- Coastal Zones; *Computer Simulations; Mediterranean Region

The third workshop on marine ecosystem modeling is one in a sequence of activities designed to promote modeling as a research and management tool among Mediterranean marine scientists. Previous workshops served mainly as a forum for a familiarization with modeling, while this workshop focused on specific implementation of modeling technology. The primary workshop activity was the engagement of all participants in the various steps of model construction for the case study, the Gulf of Naples. This included an examination of the data base, design of a conceptual model, decomposition into submodels, formulation of relevant processes, definition of initial and boundary conditions, and programming and simulation. Secondary activities included a series of introductory lectures to establish a common modeling language among the participants, the presentation of other Mediterranean ecosystems, general discussion involving the practical application of modeling to particular situations, and a workshop critique. Activities/discussions are presented under these major headings: general concepts of marine ecosystems; modeling of marine ecosystems; oceanographic characteristics of the Mediterranean; Gulf of Naples and its data base; modeling of the Gulf of Naples (conceptual, physical, and biological models); and other

Mediterranean ecosystems. Computer program listings for physical and biological models are included. (JN)

ED 233 909

SE 043 146

Water Quality Instructional Resources Information System (IRIS). A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement XIII.

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

SPONS. AGENCY- Environmental Protection Agency, Washington, D.C. Office of Water Programs.

PUB DATE- Apr 83

GRANT- EPA-T-901366010

AVAILABLE FROM- EPA Instructional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $12.00, $4.00 each).

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)

DESCRIPTIONS- *Audiovisual Aids; Citizen Participation; Environmental Education; Indexes; Information Dissemination; *Instructional Materials; Pesticides; Postsecondary Education; Technology; Waste Disposal; *Waste Water; Water; Water Pollution; *Water Quality; *Water Resources; *Water Treatment

IDENTIFIERS- Hazardous Materials

Compiled are abstracts and indexes to selected print and non-print materials related to wastewater treatment and water quality education and instruction, as well as materials related to pesticides, hazardous wastes, and public participation. Sources of abstracted/indexed materials include all levels of government, private concerns, and educational institutions. Title, author(s), publication date, cross-references, descriptors, and availability are provided for each entry. Also included are procedures to illustrate how instructors and curriculum developers in the water quality control field can locate instructional materials to meet very general or highly specific requirements of their programs. This publication supplements and does not replace "Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources" or IRIS Supplements 1-12. (JN)

ED 233 923 SO 014 758

Torres, Carlos Alberto
Political Power and Policy-Making in Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Capitalism; Community Control; Democracy; Educational Innovation; Educational Objectives; Elementary Secondary Education; *Policy Formation; *Political Power; Political Socialization; *Public Education; *School Role; Social Attitudes; Social Change

Although education, as an activity mandated, sponsored, and supervised by the capitalist state, is as much an apparatus of the state as any other state agency, it is far more democratic, open to change and innovation, and subject to potential community control than any other state apparatus. To understand education's function in a capitalist society, it is necessary to emphasize that capitalist education, like the capitalist state, has a dual character. On the one hand, capitalist education provides means to contribute to the reproduction of the capitalist system, either as a tool to enlarge capital accumulation and labor force reproduction, or as an instrument which enhances political domination structures, practices, and codes. On the other hand, education is forcefully expressing the notion of national sovereignty and civil society's demands upon the state, e.g., people's expectations toward greater social mobility. Thus, at the same time that capitalist education is in strong correspondence to the social organization of labor and to the social relations of production, it constitutes by itself a moral and an empirical expression of democracy in capitalist society. (RM)

ED 233 938 SO 014 923

Scott, Andrew M.
The Study of Socio-Biospheric Problems.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Futures (of Society); *Global Approach; *Physical Environment; *Research Needs; *Social Problems; *World Problems

Concepts, tools, and a methodology are needed which will permit the analysis of emergent socio-biospheric problems and facilitate their effective management. Many contemporary problems may be characterized as socio-biospheric; for example, pollution of the seas, acid rain, the growth of cities, and an atmosphere loaded with carcinogens. However, these problems are not yet perceived as proper subjects for systematic study. Because the tendency to focus on single problems is strong, the development of insights and managerial tools is impeded. Yet, socio-biospheric problems do have shared features, some of which are a pattern of onset, rate of development, magnitude at a given moment, duration, intervention options, and means for assessing the impact of intervention. Socio-biospheric problems involve large numbers of actors who create (not willingly) these problems as a result of their day-to-day activities. The processes are usually slow and cumulative, and often interact and converge with one another. Unfortunately, the rate at which problems are produced and at which they are disposed of can vary independently. A factor which further restricts the ability to create a methodology to deal with these problems is that uncertainty and complexity in the global system are sharply increasing. However, planning is essential to the management of global affairs and may be enhanced by improving the theory and quality of analysis, making values more explicit, and making effective use of prior experiences. (KC)

ED 233 572 FL 013 872

Karmiloff-Smith, Annette
Language Development as a Problem-Solving Process.
Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Jul 83
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Child Language; Cognitive Processes; *Language Acquisition; Models; *Problem Solving; Psycholinguistics; Speech Communication

The cognitive processes involved in a child's interaction with the linguistic environment are discussed. Specifically, the general cognitive processes involved in outputting long spans of connected utterances are examined. Narrative data are classified into three developmental levels: the procedural phase, where the linguistic output is generated by data-driven processes; the metaprocedural phase, where the output is generated by top-down control processes; and a third level characterized by a dynamic interaction between data-driven and top-down control processes. These three levels form a model to account for how children constantly solve problems when they produce and perceive language. Children need to generate processes for the mapping between linguistic terms and extralinguistic referents. They need to generate processes for dealing with local syntax in order to produce well formed utterances. In addition, they need to generate processes for linking spans of utterances into a cohesive unit. The process oriented approach is a useful technique for understanding these needs and offers a way to rethink the relationship between cognition and language. (RW)

ED 233 633 HE 016 379

Affirmative Action Status Report: 1982-83 New Hires at New Jersey Public Colleges and Universities. Special Report Series.
New Jersey State Dept. of Higher Education, Trenton. Office of Research.
REPORT NO.- ORM-3-1
PUB DATE- Apr 83
AVAILABLE FROM- State of New Jersey, Department of Higher Education, Trenton, NJ 08625.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Rank (Professional); Affirmative Action; *College Faculty; Educational Background; *Employment Practices; Females; Higher Education; *Intellectual Disciplines; *Minority Groups; Personnel Policy; Public Education; *State Colleges; Teacher Characteristics; *Women Faculty
IDENTIFIERS- *New Jersey

Recent hiring actions of New Jersey public colleges and universities were surveyed to determine the progress being made in increasing the representation of women and minorities among the institutions' employees. Information was obtained from all institutions on sex and race/ethnicity of all newly hired full-time employees. For faculty new hires, data were collected on rank, subject areas hired to teach, and academic training and degree(s) obtained. In all categories of employment, except among black nonprofessional staff, the proportions of women and minorities among 1982 new hires was higher than their representation levels among 1981-1982 full-time employees. While the 1982 proportions of women and minorities who were hired to faculty positions were higher than 1981 proportions, the proportions were still relatively low: 38.2 percent women, 7.4 percent Blacks, and 2.6 percent Hispanics. In addition, in certain fields female and minority representation was quite low. For example, in 1982 minorities made up only 9.7 percent of new business faculty, 4.4 percent of new natural science faculty, and 3.1 percent of new engineering faculty. With respect to women, the proportions were 58.4 percent of medicine/health new hires, 32.7 percent of computer science and mathematics new faculty, and 26.4 percent of new business hires. (SW)

ED 233 705 IR 010 796

Children and Television. Hearing Before the Subcommittee on Telecommunications, Consumer Protection, and Finance of the Committee on Energy and Commerce, House of Representatives, Ninety-Eighth Congress, First Session. Serial No. 98-3.

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

PUB DATE- 16 Mar 83

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- Cable Television; *Childrens Television; Commercial Television; Educational Television; Federal Legislation; Hearings; Mass Media Effects; *Programing (Broadcast); *Public Television; *Television Research; *Television Viewing; Violence

IDENTIFIERS- Congress 98th

Held during National Children and Television Week, this hearing addressed the general topic of television and its impact on children, including specific children's television projects and ideas for improving children's television. Statements and testimony (when given) are presented for the following individuals and organizations: (1) John Blessington, vice president, personnel, CBS/Broadcast Group; (2) LeVar Burton, host, Reading Rainbow; (3) Peggy Charren, president, National Action for Children's Television; (4) Bruce Christensen, president, National Association of Public Television Stations; (5) Edward O. Fritts, president, National Association of Broadcasters; (6) Honorable John A. Heinz, United States Senator, Pennsylvania; (7) Robert Keeshan, Captain Kangaroo; (8) Keith W. Mielke, associate vice president for research, Children's Television Workshop; (9) Henry M. Rivera, Commissioner, Federal Communications Commission; (10) Sharon Robinson, director, Instruction and Professional Development, National Education Association; (11) Squire D. Rushnell, vice president, Long Range Planning and Children's Television, ABC; (12) John A. Schneider, president, Warner Amex Satellite Entertainment Company; (13) Phyllis Tucker-Vinson, vice president, children's programing, NBC Television Network; (14) Washington Association for Television and Children. Also included are three additional letters received for the record from Squire Rushnell, James A. Fellows (Prix Jeunesse), and Brian Malloy, Washington director, National Coalition on Television Violence. (LMM)

ED 233 720 IR 050 355

Rutstein, Joel S.
Coping in a Developing Society: Academic Librarianship in India.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Libraries; *Developing Nations; Higher Education; *Librarians; Library Cooperation; *Library Role; Library Schools; *Library Services
IDENTIFIERS- *India

Based on observations made during a 1979-80 study trip, this paper presents a critical view of academic librarianship and libraries in India, emphasizing issues confronting the library profession and its ability to fulfill library objectives in a developing nation. It is noted that modern India is a society closely tied to tradition while at the same time adapting to change, largely through western institutions and technology. The paper describes (1) the nature of Indian society and its implications for librarianship; (2) the complexities of India's higher education system, which is a borrowed institution whose effectiveness is compromised by an inefficient bureaucracy, a lack of skilled teachers, and questionable productivity; (3) the development of academic libraries in modern India, due in part to a strong commercial publishing base and also to the efforts of librarians such as S. R. Ranganathan; (4) library collections, services, and administration at Banaras Hindu University (BHU), located in Varanasi; (5) BHU's library school; and (6) resource sharing and cooperation among Indian libraries. It is concluded that library accomplishments are more difficult to achieve in India's complex social structure than in western nations. (Author/ESR)

ED 233 749 JC 820 345

Watkins, Karen
Managing Change: How Managers Describe Their Roles and Concerns.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Attitudes; *Administrator Characteristics; *Administrator Role; *Adoption (Ideas); *Change Strategies; *Educational Innovation; Leadership Qualities; Organizational Change; Postsecondary Education; *Program Administration

Despite considerable federal support for educational innovations, few innovations persist beyond the period of federal funding. The non-persistence and premature termination of so many innovations make it desirable to determine managerial strategies that may work to ensure that innovations believed to make a difference in solving educational problems do persist. A study was conducted to determine the managerial roles (i.e., figurehead, leader, liaison, monitor, disseminator, spokesperson, entrepreneur, disturbance handler, resource allocator, or negotiator) and levels of concern with change that characterize directors of innovation projects. Seven college projects were studied, using case analyses and questionnaire surveys of the projects' directors and organizational sponsors. Based on study findings about reported managerial roles and levels of concern, and their relationship with the stage of implementation and the nature of the innovation, several general recommendations for managing change were developed. These included: (1) project directors must be selected for their interpersonal skills; (2) organizational sponsors must be selected for their willingness to make difficult decisions and ability to make strategic plans; and (3) managers with skill in initiation and innovation development should govern an innovation at the implementation stage, while those with skill in monitoring and maintaining a program should govern the project at the institutionalization stage. (LL)

ED 233 777 JC 830 420

Winter, Gene; And Others
Faculty Development Manual for Adjunct Staff in Postsecondary Occupational Programs.
State Univ. of New York, Albany. Two Year Coll. Development Center.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Grants Administration.
PUB DATE- Sep 81
GRANT- VEA-53-81-0429
AVAILABLE FROM- Two-Year College Development Center, SUNY at Albany, 135 Western Avenue, Draper 306, Albany, NY 12222 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Disabilities; *Faculty Development; Individualized Instruction; *Inservice Teacher Education; Lecture Method; *Part Time Faculty; Postsecondary Education; Resource Materials; Teacher Evaluation; Two Year College Students; *Vocational Education Teachers; Womens Education

Compiled as a resource guide for faculty development programs, this manual presents a collection of ideas, materials, and resources designed to increase the effectiveness of adjunct staff members in postsecondary occupational education. After a statement of the manual's purpose, the next section provides a perspective on disadvantages facing adjunct faculty, barriers to programs for part-time faculty, the context of inservice assistance, and a model to assist in program development. Outlines for seven inservice programs/activities are presented next, detailing objectives, materials, schedules, and comments regarding effectiveness. Suggestions for non-program inservice activities follow, including the buddy system, department integration, adjunct faculty organizations, and newsletters. The bulk of the manual contains resource papers, which can be used as starting points in various development and evaluation activities. These papers consider: (1) students with handicapping conditions; (2) women in two-year college career programs; (3) teaching classes of individuals; (4) instruction by lecturing; (5) the examination process; and (6) evaluation of college teaching. A 69-item bibliography is included. (LL)

ED 233 851 RC 014 281

Renker, Ann M.
The Makah Language Program Curricular Code.
Makah Cultural and Research Center, Neah Bay, WA.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- American Indian Education; *American Indian Languages; American Indians; *Cataloging; *Curriculum; Curriculum Development; Elementary Secondary Education; *Information Retrieval; Information Storage; *Instructional Materials; *Units of Study
IDENTIFIERS- Makah (Language)

The Makah Language Program Curricular Code (MLPCC) facilitates the systematic storage of Makah curricular information, provides a method of cataloging Makah language materials, is available to all Makah Language Program staff members, and is readily adaptable to any information processing system. The MLPCC consists of a series of symbols describing each lesson taught during an academic year in terms of the lesson's chronological place in the curriculum, function, skills, instructional medium, academic level, and grade level. Users record the code for each lesson on 3- by 5-inch cards which then become a ready catalog of all existing Makah language curriculum materials. The MLPCC also provides a means of assessing the success of various lesson strategies and therefore a means of improving future Makah curriculum design. The booklet contains the key to code symbols, examples of a completed catalog card, and the definitions of the terms used in the coding. (SB)

ED 233 953 SO 014 964

Gallagher, Arlene F.
Living Together under the Law: An Elementary Education Law Guide.
New York State Bar Association, Albany.; New York State Education Dept., Albany.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Childrens Literature; Concept Teaching; Curriculum Development; Elementary Education; Interdisciplinary Approach; Language Arts; *Laws; Learning Activities; *Legal Education; Relevance (Education); Social Studies; Student Participation
IDENTIFIERS- *Rule Learning

Designed for use by teachers in grades 1 through 6, this program is intended to teach children about the nature and function of rules and law. The program is comprised of 10 sequential themes. The first three themes are that rules and laws are essential and play an important role in our lives; have certain characteristics in common; and evolve from customs and practices. The other seven themes are: different people in different settings create rules and laws for different reasons; different people in different settings enforce rules and laws in different ways; rules and laws are used to judge behavior and settle disputes; the purpose of the law is to meet the needs of the community; rules and laws are both stable and changing; rules and laws protect an individual's rights, privacy, and property; and there is a relationship between the values of a society and the laws of a society. The following information is provided for each theme: concepts, motivating activity, learning activities, curriculum correlation to social studies or language arts, annotations of literature, and governance activities, e.g., students develop rules for their classroom. The publication concludes with a children's literature and law bibliography for each theme. (RM)

ED 233 967 SO 015 069

Abelson, Robert B., Ed.
Using Microcomputers in the Social Studies Classroom.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-89994-282-2
PUB DATE- 83
CONTRACT- 400-83-0012
AVAILABLE FROM- Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($8.95, postage and handling, $2.00 book rate, $1.00 library rate).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Case Studies; *Computer Assisted Instruction; *Computer Literacy; *Computer Managed Instruction; Computer Programs; Educational Practices; Educational Trends; Elementary Secondary Education; Evaluation Criteria; Futures (of Society); *Microcomputers; Resource Materials; Simulation; Social Problems; *Social Studies; Videodisc Recordings

The purpose of this book is to help teachers feel at ease with microcomputers so that they will begin to think of computers as tools that they themselves might use. There are four chapters. The first chapter provides basic information to help a user understand the computer. Discussed are how the computer is put together and how it works. To help teachers generate ideas about how this new educational aid might be useful in terms of their own teaching objectives, the second chapter describes why and how other educators are using the computer. Chapter 3 is an introduction to software evaluation, i.e., how computer programs that are available for use in the classroom can be judged. Criteria are presented. It is suggested that teachers using computer-assisted instruction should have a feel for some of the broader issues related to computers in education, as well as practical knowledge. The purpose of the fourth chapter, which deals with social and educational issues and directions, is to provide a perspective about these broader issues and a context into which teachers might place their own activities. Most of the book's readings provide a bibliography of references and further resources. In addition, a list of resources available through the ERIC system is provided. (RM)

ED 233 589 FL 013 895

Omaggio, Alice C.

Proficiency-Oriented Classroom Testing. Language in Education: Theory and Practice, No. 52.

Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-87281-324-X
PUB DATE- Jul 83
CONTRACT- 400-82-0009
AVAILABLE FROM- Center for Applied Linguistics, Box 4866, Hampden Station, Baltimore, MD 21211 ($10.50 plus $1.50 shipping/handling; all orders must be prepaid.)
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Language Proficiency; Language Skills; *Language Tests; Listening Comprehension; Reading Comprehension; Second Language Instruction; Speech Skills; *Test Construction; Writing Skills

Methods to contextualize tests in the four skill areas of listening, reading, writing, and speech are described. The roles of grammatical and lexical cues, recording semantic details, cloze adaptation, comprehensive questions, logical continuation items, global classification, and sociolinguistic factors are examined in relation to test formats. Various levels of grammatical and lexical specificity are illustrated and mixed skill items are discussed. Ideas for oral proficiency testing including interviews based on the ACTFL/ETS Rating Scales are provided. Following the description of item types, concrete suggestions for creating tests are offered. It is noted that because the contextualized tests integrated many linguistic and lexical features in a few well chosen contexts, the creation of the test is simpler than when instruction contains unrelated items. Several examples of hour-long unit exams for college French and Spanish courses are presented. (RW)

ED 233 604 FL 013 923

The Provision of English as a Second Language (E.S.L.) Training to Adult Newcomers: Six Principles toward a National Policy. Position Paper.

TESL Canada.

PUB DATE- Dec 81

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Access to Education; *Acculturation; Adult Education; Adult Students; Employment Services; *English (Second Language); Federal Government; Foreign Countries; Immigrants; *Indochinese; Professional Associations; *Public Policy; *Refugees; Social Integration

IDENTIFIERS- *Canada

Recommendations of a 1980 symposium on English as a second language (ESL) programs for Southeast Asian adult refugees and immigrants in Canada are discussed, along with six principles toward a Canadian policy for providing ESL training to this population. Ten major points of the 53 recommendations of a position papers of Teachers of English to Speakers of Other Languages (TESL) Canada are presented, along with a brief introduction to TESL Canada and background information to the TESL Canada position paper. It is recommended that language training be recognized as the key factor in immigrant integration and should be made explicit through new federal language-training policy that integrates social and employment rationales. A two-stage post-arrival model is also advocated that would involve a full-time, 3-month (300-hour) reception program combining survival English with native-language orientation services, as well as occupational assessment and career counseling. It is recommended that the new Canadian language-training policy should adhere to six basic principles set out by TESL Canada: accessibility to ESL training, flexibility and sufficiency, coordination, support for settlement services, Canadian content in the ESL Program, and the key role of the ESL profession. Appendices include: a 1981-1982 TESL Canada Directory, a list of recommendations from the 1981 Greater Toronto Southeast Asian Refugee Task Force Report, a summary of recommendations to the federal government, and a bibliography. (SW)

ED 233 647 HE 016 454

Koloc, Fred; And Others
Academic Advising in The College of Arts and Sciences at The University of Pittsburgh. A Descriptive Report.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Advising; Case Studies; *Graduate Students; *Helping Relationship; Higher Education; *Personnel Selection; Staff Orientation; *Staff Role; *Undergraduate Study
IDENTIFIERS- *University of Pittsburgh PA

Undergraduate academic advising at University of Pittsburgh's College of Arts and Sciences (CAS) occurs at two levels: freshmen-sophomore and junior-senior. The advising center assigns freshmen and sophomores advisors who are graduate students. In addition to discussing courses and plans, students fill out registration forms each term with their advisors. During the end of the sophomore year when students are choosing majors, departmental advisors are assigned. Specialized academic advising exists in two preprofessional areas: law and medical fields. Advisors initially sign a 2-year contract that is renewable yearly contingent upon satisfactory performance and continued status as a full-time graduate student. Each advisor is responsible for about 120 students and works an average of 17 hours a week. Qualities sought in graduate-student advisors include communication skills, interest in undergraduate liberal arts education, understanding of the advisor's role, and reliability. In addition, a broad range of academic backgrounds, experiences, and interests are sought for the total staff. After being hired, new advisors undertake training for 6-8 weeks for 20 hours per week. No attempt is made to match freshmen-sophomore students with advisors on the basis of academic interests. (SW)

ED 233 662 HE 016 542

Dixon, Terry
Faculty Issues: Surviving the Stress of the Eighties.
PUB DATE- 19 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Career Change; *Change Strategies; *College Faculty; Faculty College Relationship; Faculty Development; Financial Problems; Fund Raising; Higher Education; *Participative Decision Making; Problem Solving; Resource Allocation; Retraining; *Retrenchment; Teacher Employment

Problems that threaten the future careers of faculty and the quality of education at colleges and universities are reviewed, based on a literature review. It is suggested that new federalism, decreased revenue, declining enrollments, increased state and federal regulations, and public demand for accountability have threatened the ability of higher education institutions to retain their vitality and to attract quality and innovative faculty. Three broad categories of strategies developed to combat these threats are: fund-generating strategies, organizational strategies, and expanding career strategies. Fund-generating strategies are either external revenue generating (i.e., new funds brought to the institution from new external sources), or internal revenue generating by reallocation of existing funds. These revenues are then used to hire new faculty, or retrain old faculty to meet demand in growing areas. Organizational strategies involve faculty in the development of solutions to solve problems. Expanding career strategies are characterized as counseling faculty to consider other career options. This may involve retraining for another academic area, or a career outside of academe. The retraining is usually supported financially by the institution. (Author/SW)

ED 233 676 IR 010 752

An Evaluation of Over Easy, A Television Series for and about Older People. Second Edition, 1980.

Corporation for Public Broadcasting, Washington, D.C. Office of Communication Research.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Aging Education; Mass Media Effects; Middle Aged Adults; *Older Adults; *Program Evaluation; Programing (Broadcast); *Public Television; Research Methodology; *Summative Evaluation; Television Research; Television Surveys; *Television Viewing
IDENTIFIERS- *Over Easy (Television Series)

A five-study evaluation assessed the appeal of Over Easy to its target group and its effectiveness in meeting stated objectives. Aimed at viewers over the age of 55, the daily, half-hour magazine-format program produced by KQED-TV San Francisco, is intended to inform them, encourage positive attitudes about aging, and encourage interaction among different generations. The five studies investigated (1) scheduling and viewing issues; (2) public awareness and overall, evaluative reactions; (3) program impact; (4) effects on local institutions and the support activities intitiated by Area Agency on Aging Directors; and (5) expert reactions to the program and technical suggestions for program improvement. Among the results are indications that Over Easy is widely carried by PBS stations, although program awareness is still low among the target group; the program is capable of effectively conveying specific information on topics and services of special interest to older persons; and the magazine format should be retained, though with more focus, vitality, and attention to production details. This comprehensive study report describes the purpose, methods, and findings for each of the five studies. Conclusions are drawn in the final section, following an extended methodological critique of the entire evaluation effort. Data are displayed in numerous tables and figures throughout the report. (LMM)

ED 233 735   IR 050 384

Fjallbrant, Nancy, Ed.
User Education in the Online Age. IATUL Proceedings, Vol. 14.
International Association of Technological Univ. Libraries, Gothenburg (Sweden).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Databases; Foreign Countries; Information Centers; Information Networks; *Information Retrieval; International Organizations; Libraries; Library Automation; Library Education; *Online Systems; Professional Continuing Education; *Reference Services; Technological Advancement; *Training
IDENTIFIERS- Database Producers; Online Public Access Catalogs; *Users

Papers presented at an August 1982 international seminar on online user education include "The Impact of New Technology on Libraries and Their Users," Brian C. Vickery (United Kingdom); "The Role of NORDINFO in Promoting Online Activity: NORDINFO-Origins and Control," Theodora Oker-Blom (Finland); "Librarians and the New Technology: The Process of Continuing Education," Alina Vickery (United Kingdom); "Online Training at Chalmers University Library," Nancy Fjallbrant (Sweden); "The Role of Clearinghouses in Promoting Cooperation," Ian Malley (United Kingdom); "Experiences from Training in the Use of IRS-QUEST at the Royal Institute of Technology, Stockholm," Lars Klasen (Sweden); "Training in the Use of Medline," Viveka Alton Lundberg and Per O. Olsson (Sweden); "Experimental Use of Online Databases in a Public Library Environment," Lillemor Widgren (Sweden); "Online User Education from a Network Operator's Point of View," Kathleen Bivins (Sweden); "Online Education from a System Operator's Point of View," Gro Horthe Pavicevic (Norway); "User Education from a Database Producer's Point of View," Adolf Stern (Sweden); "The ALIS System," Esmar P. Pedersen (Denmark); and "End-User Training in the Use of Online Catalogues: TENTTU at Helsinki University of Technology Library," Arja-Riitta Haarala (Finland). Also included are eight papers entitled "Online Education Round the World," which cover Britain (Alina Vickery); Australia (Nancy Fjallbrant); the Netherlands (M. Skaliks); West Germany (Elizabeth Vogel); Denmark (Betty Wedel); Finland (Arja-Riitta Haarala); Norway (Aud Lamvik); and Sweden (Nancy Fjallbrant). A list of seminar participants and the seminar program are also provided. (ESR)

ED 233 837 RC 014 266

Allen, Robert, Ed.; Ketcham, Michael, Ed.
A School Program for a Healthier America: Educator's Guide.
Human Resources Inst., Morristown, N.J.; YMCA of Frost Valley, Montclair, N.J.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Administrator Guides; *Educational Environment; Elementary Secondary Education; Health Education; *Health Programs; Individual Development; Learning Activities; *Life Style; Prevention; Principals; *Quality of Life; Questionnaires; *Role Models; *Teacher Behavior
IDENTIFIERS- *Wellness

The manual describes wellness as building a lifestyle based on a conscious commitment to accept responsibility for one's own health and for the way things turn out in one's life, and offers educators several inventory instruments for examining and changing their own lifestyle and the level of support for wellness in the school community. The manual notes that the school setting offers the opportunity to create and promote a culture in which healthful lifestyle practices are the norm and explains the six interrelated dimensions of wellness that can serve as a framework for including wellness in school programming: enjoying fitness; eating well; taking care of ourselves; enjoying life; relating to others; and being part of the world. The manual includes a Personal Lifestyle Assessment Inventory, on which educators can rank their level of achievement and satisfaction in the six wellness dimensions. The Individual Action Plan helps educators develop their own personal health plans by assessing areas that need improvement, stating a commitment to change, examining possible gains and support, and planning the first steps in the process. The School Culture Inventory allows the evaluation of the school's environment and suggests steps for improving it. (SB)

ED 233 880 SE 042 787

Cheek, Helen
Mathematics Curriculum Guide for Kindergarten through 3rd Grade. ESEA Title VII Bilingual Program. Dysart Unified School District.
Dysart Unified School District, Peoria, AZ.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Algorithms; *Arithmetic; Bilingual Education Programs; Classification; *Cognitive Development; Curriculum Guides; *Developmental Stages; *Elementary School Mathematics; Fractions; Geometry; *Learning Activities; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Primary Education
IDENTIFIERS- Graphing (Mathematics)

Bilingual mathematics competencies and competency-coordinated activities are provided in the four sections of this curriculum guide for kindergarten (pre-operational) and grades 1-3 (concrete-operational) children. Topic areas for kindergarten include: classification (logic); comparing/ordering/graphing; quantitative; measurement; geometry; patterning/predicting; and construction. Topic areas for grades 1-3 include: classification (logic), comparing, and ordering; numeration; notation; measurement; basic facts (addition and subtraction of whole numbers); algorithms for operations; graphing; geometry; patterns; and fractions. Each section begins with the list of competencies related to the topic area, followed by activities for learning the competency. Included with the activities are behavioral objectives, instructional strategies, a list of materials needed, and when applicable, references to text materials. Since the curriculum is intended to be a developmental/diagnostic/prescriptive curriculum, competencies and activities are not grade bound; pre-operational children, regardless of grade placement, need pre-operational activities/experiences; likewise, concrete-operational children in kindergarten need concrete activities/experiences. In addition, before each objective in the concrete-operational sections (grades 1-3) is a conservation task appropriate for that objective. Children successful with this task should continue with the objective activities while those not successful must continue with activities suggested in this area of the pre-operational (kindergarten) section. (JN)

ED 233 619 HE 015 899

Vermont State Colleges. Manual of Policy and Procedures. Exhibit I: Classification of Academic Degree Programs. Exhibit II: Criteria for Approval of Academic Degree Programs. Exhibit III: Approval of New Academic Degree Programs.

Vermont State Commission on Higher Education.

PUB DATE- 31 Jan 79

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- *College Programs; *Curriculum Development; *Degrees (Academic); *Educational Policy; Higher Education; *Needs Assessment; Position Papers; Program Evaluation; *Program Proposals

IDENTIFIERS- Program Objectives; *Vermont State Colleges

Policy and procedures of Vermont State Colleges for approval of new academic programs are presented in order to provide a framework for proposing, reviewing, and approving new academic programs. Proposed new academic degree programs are classified as either a modification/extension of present institutional curricular offerings, or the initiation of a new academic program offering. Operating budgetary considerations and the submission of new academic degree proposals are also covered. Policy statements are presented regarding the following: degree program objectives, enrollment, degree program curriculum, required resources, duplication of degree programs. A 12-step format for review of existing programs is provided, along with eight definitions. Appendices for Exhibit III include an outline for a letter of intent and lists of information and forms to be submitted for proposed programs (continuing and new). (SW)

ED 233 691 IR 010 781

Patterson, Becky
Evaluating Microcomputer Software for a Community College Reading/Writing Center.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Check Lists; Community Colleges; Computer Assisted Instruction; *Computer Programs; *Evaluation Criteria; Guidelines; *Microcomputers; *Reading Instruction; Two Year Colleges; *Writing Instruction
IDENTIFIERS- *Software Evaluation

It is argued that software evaluation is the key to the acquisition of successful microcomputer programs for community college reading/writing centers, but that currently available evaluation forms are not adequate for this task. Following a brief discussion of the problems related to these forms, a detailed list of general guidelines for evaluating reading and writing computer software is presented. The guidelines are organized in three categories: the educational soundness of the software; the ability of the software to fully utilize microcomputer capabilities; and the validity of the software for educational, as opposed to personal, use. It is noted that the results of considering these guidelines should be an increased understanding of the scope of computers and software and an ability to review software for personal and local needs. (Author/ESR)

ED 233 764 JC 830 405

Allison, Robert D.
Instructional Computing in the Community College: Project Report.
Bakersfield Coll., Calif.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 21 Sep 82
GRANT- SER-8004926
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Faculty; Community Colleges; *Computer Assisted Instruction; *Computer Programs; Faculty Development; *Programed Instructional Materials; *Teacher Developed Materials; *Teacher Workshops; Two Year Colleges

Under a grant from the National Science Foundation, Bakersfield College (BC) conducted a project designed to provide science and social science faculty with opportunities to learn how to develop instructional computing materials and to assess and adapt others' materials for their own use. The three phases of the project were: (1) workshop organization and participation selection, which involved meetings with validation team members, site visitations, attendance at meetings and seminars on computing and computer-assisted instruction by project staff, preparation of instructional materials, equipment and software purchases, facilities renovation, employment of additional project personnel, selection of 30 participants from 22 colleges, and preparation of evaluation materials; (2) a 4-week summer seminar on computer-assisted instruction, focusing on topics such as computer hardware and software, the BASIC programming language, computer graphics, and the future of instructional computing; and (3) on-site visits to the campuses of workshop participants to assess progress and provide assistance, and a follow-up seminar. All of the project participants submitted a report on the activities initiated as a result of the workshop and those who were able to try their materials in learning situations gathered student responses to their materials. The project report includes summaries from each of the workshop participants which describe the materials developed. (HB)

ED 233 791 PS 013 584

Francis, Patricia L.; McCroy, George
Infants' Bimodal Recognition of Human Stimulus Configurations.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Auditory Stimuli; *Infant Behavior; *Infants; *Sensory Integration; *Visual Stimuli
IDENTIFIERS- Facial Characteristics; *Stimulus Configurations; Voice Qualities

The major purpose of this study was to examine bimodal coordination of featural stimuli in infancy. Specifically of interest was infant sensitivity to the auditory and visual combinations that characterize male and female stimulus configurations. A total of 27 male and 27 female subjects of 3, 6, and 9 months of age participated in the study. Infants were positioned approximately 12 inches from two television screens mounted 6 inches apart. Four 17-second simultaneous presentations of faces were made. Within each age group, one-third of the infants heard one of three auditory stimuli: either a male or female voice reciting a poem, or music. Two observers using a continuous event recorder noted the visual stimulus infants preferred. Results revealed that, in comparison with the other two age groups, 6-month-old infants looked significantly more at the male and female face during respective male and female voice conditions. In contrast, 3-month-old children looked significantly more at the female face regardless of the auditory condition. The 9-month-old infants exhibited a nonsignificant tendency to look at the opposite-sex face during male and female voice conditions. It was concluded that the study demonstrates the ability of infants, by the sixth month of life, to recognize male and female stimulus configurations across auditory and visual modalities. (RH)

ED 233 807 PS 013 808

Johnson, Susan A.
Hemispheric Specialization and Learning Style Theory: Some Considerations for the Elementary Teacher.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Annotated Bibliographies; *Cognitive Processes; *Cognitive Style; Cultural Differences; Elementary Education; *Elementary School Curriculum; Glossaries; Guidelines; *Lateral Dominance; Literature Reviews; *Neurological Organization; Sex Differences; *Teaching Methods; Theories
IDENTIFIERS- *Brain Functions; Brain Hemispheres; Brain Research

A literature review was conducted to identify factors in recent brain research related to the needs of elementary school students and to provide a comprehensive list of strategies from which teachers may choose to improve the "brain compatibility" of their classrooms. Annotations of 65 articles are provided. Articles are arranged topically in the following 10 categories: hemispheric specialization and split-brain theory, the relationship of hemispheric specialization to education, brain growth periodization theory, triune brain theory, learning style theories, sex differences in information processing, cultural differences in cognitive style, curriculum implications, implications for classroom structure, and teaching strategies. Emphasis is given to learning style theories having constructs related to teaching in elementary school classrooms, to the split-brain concept, and to teaching strategies for "right-brain" activities. Also provided in the document are a very brief overview of theory, a glossary of terms, a summary of findings, a discussion of conclusions, and a statement of recommendations for teachers. An appendix lists activities in several curriculum areas and indicates their appropriateness for seven types of learning styles. Also appended are a brief list of sources of additional information; a chart coordinating teaching models, learning modes and styles, and related theories; and lists of left, right, and integrated brain-dominance characteristics. (RH)

ED 233 822 PS 013 832

Savin-Williams, Ritch C.; Knipp, Christopher J.

Nominated and Observed Adolescent Friendship: A Comparison of Findings.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adolescents; Day Camp Programs; *Friendship; Observation; Questionnaires; Research Methodology; *Sex Differences

Self-reports and observations of the naturally occurring behavior of adolescents were made to investigate friendship patterns. The study was conducted during a week-long summer camp for children of university alumni attending classes. A total of 20 female and 10 male youths, ranging in age from 12 to 18 years, participated. Self-report data concerning friends, friendship, and/or demographic characteristics were gathered via brief questionnaires at the beginning and end of the day camp experience. Observational data were gathered by two observers, who recorded the intragroup friendship interactions of the 10 subjects 14 to 15 years of age. Observations were made primarily during free time in a dormitory lounge supplied with recreational and cooking equipment. Confirming earlier findings, self-report data indicated that adolescents preferred as friends those of a similar age and sex. While friendships were generally mutual, nearly half of all friendships shifted, and discordant friendships became more prevalent. The number of friends increased greatly during the week. Observational data agreed with the self-report data: individuals interacted most frequently with those they nominated as their best friends. Boys were more likely than girls to distinguish best friends from other group members by interacting with same-sex peers at close range in a physical manner. (RH)

ED 233 852 RC 014 282

The Raven and the Crow: A Makah Story Coloring Book.
Makah Cultural and Research Center, Neah Bay, WA.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 82
AVAILABLE FROM- Makah Cultural and Research Center, P. O. Box 95, Neah Bay, WA 98357 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- American Indian Education; *American Indian Languages; *American Indian Literature; American Indians; *Animals; *Instructional Materials; *Legends; Preschool Education
IDENTIFIERS- Coloring Books; *Makah (Language); Makah (Tribe)

The Makah coloring book tells the story of how the raven twice tricked the crow and her hungry children out of a meal. The captions tell the story in English with some Makah words inserted in the text. The book contains a Makah-English glossary of 11 words. (SB)

ED 233 866 RC 014 303

Iadicola, Peter
Peer Group Contextual Factors and Hispanic Student's Attitudes toward Their Own Ethnic Group.
Indiana Univ., Fort Wayne.
SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, Md.
PUB DATE- Jan 81
GRANT- MH-27707-03
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Anglo Americans; Case Studies; *Educational Environment; Elementary Education; Elementary School Students; Enrollment; *Ethnicity; *Hispanic Americans; Research Methodology; School Desegregation; *Socioeconomic Status; *Student Attitudes
IDENTIFIERS- California

School environments dominated by high socioeconomic status levels have a negative effect on ethnic self-attitudes and on ethnic salience in self-identification, but Anglo-dominated school environments alone do not. In a test of the effect of different levels of Anglo dominance in schools on the ethnic self-attitudes of Hispanic elementary students, researchers used data from case studies of 10 desegregated California schools with varying Anglo and Hispanic enrollments. Teacher ratings indicated the schools' socioeconomic level and parents answered questionnaires regarding individual socioeconomic levels. Sampled students responded to two ethnic attitude measures: ethnic salience in self-description and an evaluation of ethnic self-attitudes. Correlation analysis of results indicated that higher percentages of Anglos and higher socioeconomic levels in the schools lowered the level of favorable ethnic self-attitudes. Regression analysis revealed a different pattern, indicating that although a higher percentage of Anglos in school caused more salient ethnicity among Hispanic students, school and individual socioeconomic levels had the opposite effect. That is, individual socioeconomic level could either insulate a student from or enhance the negative effect of high socioeconomic levels in schools. The results have implications for school desegregation and for cultural assimilation policy. (SB)

ED 233 910 SE 043 147

Morrison, Philip; And Others

Nuclear Weapons and Nuclear War. Papers Based on a Symposium of the Forum on Physics and Society of the American Physical Society. (Washington, D.C., April 1982).

American Association of Physics Teachers, Washington, D.C.

PUB DATE- 83
AVAILABLE FROM- American Association of Physics Teachers, Graduate Physics Bldg., SUNY, Stony Brook, NY 11794. (Nuclear Weapons $2.00 U.S., prepaid; Nuclear Energy $2.50 U.S./$3.00 outside U.S.).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Armed Forces; *Disarmament; *International Relations; National Defense; Nuclear Technology; *Nuclear Warfare; Treaties; *World Problems
IDENTIFIERS- *Nuclear Weapons; *USSR

Three papers on nuclear weapons and nuclear war, based on talks given by distinguished physicists during an American Physical Society-sponsored symposium, are provided in this booklet. They include "Caught Between Asymptotes" (Philip Morrison), "We are not Inferior to the Soviets" (Hans A. Bethe), and "MAD vs. NUTS" (Wolfgang K. H. Panofsky). Areas addressed in the first paper (whose title is based on a metaphor offered by John von Neumann) include the threat of nuclear war, World War III versus World War II, and others. The major point of the second paper is that United States strategic nuclear forces are not inferior to those of the Soviets. Areas addressed include accuracy/vulnerability, new weapons, madness of nuclear war, SALT I and II, proposed nuclear weapons freeze, and possible U.S. initiatives. The final paper considers the public consciousness of nuclear war, mutually assured destruction (MAD), nuclear utilization target selection (NUTS)- a conceptual approach to nuclear war which pretends that specialized applications of nuclear weapons are possible, and others. In addition, selected discussion questions from the symposium are provided. Since courses on science and society are proliferating in many colleges/universities, it is suggested that this booklet may serve as reading material for such courses. (JN)

Saving Money on Printing and Reproduction. ERIC Fact Sheet No. 2.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
PUB DATE- Apr 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Comparative Analysis; Copyrights; *Cost Effectiveness; Cost Estimates; Photocomposition; *Printing; *Production Techniques; *Reprography; Unit Costs
IDENTIFIERS- Fact Sheets; *Offset Duplication; Printing Presses

Presented in question-and-answer format, the fact sheet provides educators with general information on photocopying and offset printing processes and offers specific tips for saving money on printing and reproduction. The first section addresses the use of photocopying, describes instances when photocopying is most economic, and discusses limitations and disadvantages of the photocopying process. General guidelines for photocopying are offered, with attention given to planning the finished product, obtaining samples before proceeding, and attending to copyright laws. The second section of the paper addresses the cost-effectiveness and techniques used in offset printing. A description of two basic types of offset presses (web-fed and sheet-fed) is followed by an explanation of the jobs for which each press is best suited. Suggestions for choosing a good printer, minimizing offset printing costs, and obtaining accurate cost estimates are also offered. Suggestions for reducing printing costs are based on the generalization that the per-unit cost of photocopying remains the same regardless of the number of copies printed, while the per-unit cost of offset printing goes down as the number of copies goes up. The importance of matching the job to the most appropriate equipment and then designing the job to make the most efficient use of that equipment is the central theme throughout the paper. (LH)

ED 233 939 SO 014 926

Battistoni, Richard M.

Civic Education in America.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Citizen Participation; *Citizenship Education; *Civics; Communication Skills; Democracy; *Educational Change; Educational History; *Educational Needs; Educational Vouchers; History Instruction; Interdisciplinary Approach; Models; Secondary Education; Secondary School Curriculum; Teaching Methods

The liberal and participatory-republican models of what constitutes a democratic citizen have implications for the civics curriculum and for the structure of secondary school institutions. The major problem with civic education today is a lack of integration, reflecting a liberal conception of education which sees the role of politics in our lives as minimal and, therefore, minimizes the functions of overt civic education. The participatory-republican model, on the other hand, holds politics to be an intrinsic part of an individual's life and requires a civic education characterized by constant public activities and exercises and would require an integration of the high school curriculum. For example, the lessons of history (necessary to guide an individual as he acts in the present), and communication and rhetorical skills (necessary for effective citizen participation) would be fully integrated into a civics course. Under this model, not only social studies, but the entire curriculum would address itself to citizenship education. And, lastly, the school structure itself would change under this model. For example, one viable alternative structure, the system of education vouchers, would have an effect on education. (RM)

ED 233 573 FL 013 873

Bowerman, Melissa

How Do Children Avoid Constructing an Overly General Grammar in the Absence of Feedback about What Is Not a Sentence?

Stanford Univ., Calif. Dept. of Linguistics.

PUB DATE- Jul 83
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Child Language; Generalization; *Grammar; *Language Acquisition; Learning Processes

The theory that language acquisition is guided and constrained by inborn linguistic knowledge is assessed. Specifically, the "no negative evidence" view, the belief that linguistic theory should be restricted in such a way that the grammars it allows can be learned by children on the basis of positive evidence only, is explored. Child language data are cited in order to investigate influential innatist approaches to language acquisition. Baker's view that children are innately constrained in significant ways with respect to language acquisition is evaluated. Evidence indicates that children persistently make overgeneralizations of the sort that violate the constrained view of language acquisition. Since children eventually do develop correct adult grammar, they must have other mechanisms for cutting back on these overgeneralizations. Thus, any hypothesized constraints cannot be justified on grounds that without them the child would end up with overly general grammar. It is necessary to explicate the mechanisms by which children eliminate their tendency toward overgeneralization. (RW)

ED 233 721 IR 050 356

Fjallbrant, Nancy
DIALOG for Electrical Engineers. CTHB Publikation Nr 29 (1982).
Chalmers Univ. of Technology, Gothenburg (Sweden). Library.
PUB DATE- 82
AVAILABLE FROM- Chalmers University of Technology, S41296, Gothenburg, Sweden (CTHB Pub. Nr 29, 40 S Kronar).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Check Lists; *Databases; Flow Charts; Guidelines; *Information Retrieval; *Online Systems; *Search Strategies
IDENTIFIERS- *DIALOG; *Electrical Engineering; End Users

This manual provides electrical and electronic engineers with an introduction to online information retrieval as implemented on the DIALOG information retrieval system. Sections cover: (1) the development of computerized information retrieval; (2) its advantages; (3) the equipment needed, DIALOG hours of availability, methods of access, and cost factors; (4) the process of interactive online information searching and the stages in a computer search; (5) techniques for searching including correcting operator errors, logging on, preparing a search, selecting databases, entering a search, displaying the results, using the expand command, using truncation, broadening and narrowing a search, displaying a search history, selecting previous sets, full-text searching, transferring searches from database to database, and logging off; (6) the author search; (7) the corporate source search; and (8) cited reference searches using "Science Citation Index (SCISEARCH)." Examples of online commands and records are provided throughout the manual. Also provided are alphabetical and subject lists of DIALOG databases; diagrams and checklists for the search process; sample subject, free-text, multi-database, and corporate source searches; and copies of the DIALOG bluesheets for six databases of importance to electrical and electronic engineers. (ESR)

ED 233 750   JC 820 440

Rosenwasser, Marie; Phipps, Rita
"Learning to Do Humanities." Final Report.
North Seattle Community Coll., Wash.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.; Washington State Board for Community Coll. Education, Olympia.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Basic Skills; Community Colleges; *Course Content; Course Descriptions; *Humanities Instruction; *Interdisciplinary Approach; Two Year Colleges; Writing Exercises

Instructional materials for North Seattle Community College's course "Humanities in Thought and Action" are presented. The course, the goals of which are to increase students' knowledge of art, drama, language, literature, and music, while also improving communication and thinking skills, involves multi-media presentations by 14 guest lecturers from the Humanities Division preceded and followed by instruction in reading, listening, speaking, writing, and cognitive skills. This packet of materials includes a syllabus listing course times, texts, and goals, and presenting information on activities, assignments, and examinations. Next, the course outline and reading assignments are presented, followed by a student inventory form, instructions and evaluation forms for writing assignments, worksheets for in-class and journal exercises to develop thinking and communication skills, mid-term and final examinations, and study guides for writing assignments. Finally, sample handouts are provided for various units, including lecture outlines, poetry, and study guides. (HB)

ED 233 778 JC 830 421

Fadale, LaVerna M.; Winter, Gene M.
Writing in Postsecondary Occupational Education: Faculty Development Resource Manual. Materials Developed and Used by New York State Two-Year College Staff in the Role of Faculty Trainers.
State Univ. of New York, Albany. Two Year Coll. Development Center.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Grants Administration.
PUB DATE- Sep 82
GRANT- VEA-53-82-9002
AVAILABLE FROM- Two-Year College Development Center--SUNY at Albany, 135 Western Avenue, Draper 306, Albany, NY 12222 ($5.95).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Community Colleges; Content Area Writing; *Faculty Development; Inservice Teacher Education; Program Evaluation; State Programs; Teacher Developed Materials; Two Year Colleges; *Vocational Education; Vocational Education Teachers; *Writing Evaluation; *Writing Exercises; *Writing Instruction
IDENTIFIERS- *New York

This resource manual resulted from a professional development project conducted in New York to provide two-year college staff members with the awareness, skills, and knowledge necessary to facilitate and reinforce occupational students' acquisition of writing skills. Introductory material outlines the purposes and objectives of the project, i.e., to increase instructors' understanding of the importance of writing skills to student comprehension of program content and organization; to assist faculty in adapting writing-related instructional techniques to their courses and programs; and to develop participants' abilities to transmit skills learned to their peers and colleagues. The next section provides synopses of the local faculty development projects, including the names of participating staff members at the 16 colleges involved; offers a summary profile of the strategies utilized at the colleges in their local efforts; and presents a series of topical agendas outlining local in-service programs. The final section presents the materials prepared for local staff development programs, including faculty survey forms used to assess instructors' awareness and perceptions of the importance of writing instruction; samples of sound writing assignments; standards for written work; and forms used in the evaluation of local programs. (HB)

ED 233 894 SE 042 803

Summary Proceedings of the Congress of International Physicians for the Prevention of Nuclear War (1st, Airlie, Virginia, March 20-25, 1981).

International Physicians for the Prevention of Nuclear War, Inc., Boston, MA.

PUB DATE- 81
AVAILABLE FROM- International Physicians for the Prevention of Nuclear War, Inc., 225 Longwood Ave., Boston, MA 02115.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Civil Defense; *Disarmament; International Relations; *Medical Services; *Nuclear Warfare; Physicians; Preventive Medicine; *Public Health; *Radiation Effects; World Problems
IDENTIFIERS- *Physician Role

Physicians charged with the responsibility for the lives of their patients and the health of the community must begin to explore a new province of prevention medicine, the prevention of nuclear war. This conference was held to alert these physicians worldwide, of the mortal peril to public health which could result from nuclear war. The hope is that physicians who are aware of the dire consequences will help educate their communities about the effects of nuclear war, since only an aroused and informed citizenry can change the current course of events. Seventy-three physicians from 12 countries participated in the conference. Areas discussed include: predictable and unpredictable effects of nuclear war; role of physicians in the post-attack period; social, economic, and phychological costs of the nuclear arms race as related to health needs; and what physicians can do to prevent nuclear war. In addition, public appeals to prevent war are made to heads of all governments and to the United Nations, to Ronald Reagan (President of the United States), to Leonid Brezhnev (Chairman of the Presidium of the U.S.S.R. Supreme Soviet), and to physicians of the world. (JN)

ED 233 954 SO 014 966

Hoffman, Alan, Ed.; Moon, Jeannette B., Ed.
Linking Law to Learning: Instructional Strategies Manual.
Georgia State Univ., Atlanta. Center for Citizenship and Law-Related Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 81
GRANT- G008006542
AVAILABLE FROM- Center for Citizenship and Law-Related Education, Georgia State University, Box 604, University Plaza, Atlanta, GA 30303 ($6.00 plus postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Citizenship Education; Constitutional Law; Consumer Education; Crime Prevention; Criminal Law; *Curriculum Development; Family Life; Justice; Law Enforcement; Laws; Learning Activities; *Legal Education; Secondary Education; Student Responsibility; Student Rights; Teaching Methods

Designed to assist secondary teachers and school systems in classroom instruction, in staff development workshops, and in curriculum design, this manual contains classroom and resource materials that have proven useful in teaching legal education. Although developed specifically for educators in Georgia, the activities can easily be used by teachers in other states. There are six major sections. The first section discusses the following approaches useful in teaching legal education: adversary, simulation, role-playing, Socratic dialogue, moral development, resource person, brainstorming, case studies, and field trips. Sections 2 through 6 contain learning activities and resource materials for: introducing the legal system and the law; teaching about constitutional law and the Bill of Rights; criminal law; family and juvenile law; and practical consumer law. For example, students analyze and discuss case studies about child abuse, role play an actual Supreme Court case, give an oral presentation on topics such as the Magna Carta or the Nuremberg Trials, listen to a police officer and other guest speakers, and write a consumer complaint letter. (RM)

ED 233 590 FL 013 896

Blackwell, Peter M.
Teaching Hearing-Impaired Children in Regular Classrooms. Language in Education: Theory and Practice, No. 54.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-87281-325-8
PUB DATE- Jul 83
CONTRACT- 400-82-0009
AVAILABLE FROM- Center for Applied Linguistics, Box 4866, Hampden Station, Baltimore, MD 21211 ($7.00 plus $1.50 postage/handling; all orders must be prepaid.)
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Educational Diagnosis; Elementary Secondary Education; *Hearing Impairments; Individualized Education Programs; Language Acquisition; *Mainstreaming; Student Placement

This guide is designed to assist regular classroom teachers in helping the hearing impaired child to master the English language. It is noted that the hearing impaired population is not homogenous. Different factors involved in the decision to place a hearing impaired child in a regular classroom are considered. The types of language problems hearing impaired children experience are enumerated, including problems with the function and structure of language. The need for a comprehensive assessment and the development of an individualized education program for hearing impaired children are highlighted. The assessment should include psychological, medical, audiological, and speech and language evaluations conducted by qualified professionals. Language programming at the elementary and secondary school levels is discussed with emphasis on the establishment of appropriate goals. It is concluded that whatever the reason for placing a hearing impaired student in a regular classroom, the task of helping that child move through the difficult process of mastering the English language is a great responsibility. (RW)

ED 233 605 FL 013 924

Flanigan, Beverly Olson
Bilingual Education for Native Americans: The Argument from Studies of Variational English.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- American Indian Languages; *American Indians; Bilingual Education; Educational Policy; *English; Language Maintenance; Language Proficiency; *Language Variation; *Nonstandard Dialects
IDENTIFIERS- South Dakota

Recent studies of American Indian dialects of English have focused on efforts to determine whether the sources of such dialectal variation lie in interference from the native languages or in developmental errors in the acquisition of English. The implication of both assumptions is that educational intervention and the passage of time can eradicate such errors. Present day Indian speakers of nonstandard varieties are keenly aware of their limited English skills while younger native speakers are especially cognizant of the need to acquire the standard code. However, these desires are impaired by the lack of funding for programs to improve English skills. Research at a Sioux reservation school in South Dakota is cited as evidence of the pervasive use of nonstandard varieties of English. While fewer people speak the native Lakota, an increasing number speak Lakota English. Examples of Lakota English variations are provided. Without the recognition that such dialects exist, Indian children will have difficulty in learning standard versions of English. Thus, it is important to document the existence of non-standard versions of English and to consider their existence when designing native language maintenance or transition to English language programs. (RW)

ED 233 634 HE 016 383

Russell, Donovan
Why Educate? An Assault on Ostrich Behavior.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *College Role; *Continuing Education; *Developed Nations; *Developing Nations; *Educational Objectives; Educational Planning; Elementary Secondary Education; Foreign Countries; Higher Education; School Community Relationship

Observations concerning the field of education are presented in 38 articles by Donovan Russell and one article coauthored by Donovan Russell and A. M. Sets'abi. The articles are based on experience in the United States, Canada, and Africa. The following are among the article titles: "Before Cynicism Sets In; An Argument for a Curriculum of Concern"; "Continuing Education and Survival"; "Educational Administrators, Scholars or Technicians?"; "Participatory Program Planning in Continuing Education"; "School System Reorganization and Full Provincial Funding in Prince Edward Island"; "Research for Reform in N. Carolina, A Model for Developing Countries"; "Education in an Amoral Society"; "Looking beyond Ivy Walls; An Assault on the Traditional"; "A Demeaning Status for the Best and Brightest"; "Universities and Continuing Education: A Threat or a Promise?"; "Education for Responsibility in an Age of Complexity"; "Bringing Resources and Needs Together"; "Educators

Haven't Time for the Critical Issues"; "Educating for Vitality"; "Goals for Teaching; Do We Have Them?"; "Dignity, Dissonance, and Education"; "Learning through Third World Living"; "A Dynamic Institution for Community Development in Africa"; and "Challenges in Community Development." (SW)

ED 233 648 HE 016 457

Wesley, Dan

Challenging Our Administration.

PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Advising; Case Studies; *Faculty Advisors; Higher Education; Institutional Research; *Personnel Selection; *Staff Development; *Undergraduate Students
IDENTIFIERS- *Oklahoma State University

The activities undertaken by the advising system at Oklahoma State University's College of Arts and Sciences are described. In addition, characteristics of colleges that value the academic advising function and the importance of meeting student needs are sketched. One component of Oklahoma State University's advising system has involved institutional research on topics such as: types of changes made in majors, dropping out, freshman persistence, characteristics of graduating classes, and student evaluation of advisors. A job description for an undergraduate academic advisor was also prepared and adopted as part of the policies and procedures manual. The dean is involved in the selection of advisors; and advisor training is accomplished through workshops, training meetings for special purposes during the year, and a continuously updated advisors' manual. In addition, a monthly newsletter for advisors is issued. Rewards for advisors include promotions, released time, and recognition awards. Other aspects of the college's academic advising system pertain to authority given to the advisor, consultation with the dean for special cases, and the offering of a graduate seminar on academic advising in higher education. (SW)

Lehr, Terry
Higher Education Faculty and Staff, 1982-83.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.
PUB DATE- 83
AVAILABLE FROM- Pennsylvania Department of Education, 333 Market Street, P.O. Box 911, Harrisburg, PA 17108.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Rank (Professional); Church Related Colleges; Community Colleges; Expenditures; *Full Time Faculty; Higher Education; Institutional Characteristics; Males; Private Colleges; Professional Personnel; Proprietary Schools; *School Personnel; Sex; State Colleges; *Teacher Employment Benefits; *Teacher Salaries; Technical Institutes; Women Faculty
IDENTIFIERS- *Pennsylvania

Statistical data on Pennsylvania higher education faculty and staff for 1982-1983 and previous years are presented. Tables provide the following information: mean salaries of full-time instructional faculty employed on a 9-month contract for selected ranks by type of institutional control and by selected institutional categories, 1973-1974 through 1982-1983; fringe benefits of full-time instructional faculty employed on a contract of 9 months, 1975-1976 through 1982-1983; mean salaries of full-time instructional faculty employed on a 9-month contract by rank and sex by institutional category, 1982-1983; mean salaries of full-time instructional faculty employed on a 12-month contract by rank and sex by institutional category, 1982-1983; expenditures for fringe benefits for full-time instructional faculty by rank by type of benefit, 1982-1983; professional and supportive personnel by employment status and sex by occupational activity and institutional category, fall 1982; and professional employees by occupational activity and employment status by institution, fall 1982. (SW)

ED 233 677 IR 010 766

Braden, Roberts A., Ed.; Walker, Alice D., Ed.
Seeing Ourselves: Visualization in a Social Context. Readings from the Annual Conference of the International Visual Literacy Association (14th).
International Visual Literacy Association, Bloomington, IN.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTIONS- Aesthetic Education; Instructional Materials; *Teaching Methods; Technological Advancement; Television Research; *Television Viewing; *Visual Aids; *Visualization; Visual Learning; *Visual Literacy
IDENTIFIERS- *Critical Viewing; National Film Board of Canada; Rubiks Cube

The 40 papers in this collection cover a wide variety of topics within the broad field of visual literacy. Three preliminary papers discuss visualization through film. The second section, which emphasizes visualization in a social context, contains 10 papers addressing cultural, political, social, and psychological issues, touching upon such diverse topics as the work of Marshall McLuhan, the politics of a Rubik's Cube, and the gender issue of gesture. Five of these papers are from a series of phototherapy workshops which were linked by a common interest in the use of visualization and visual literacy skills in the helping professions. The next section contains 15 papers concerned with research, theory, and technologies, including television, microcomputers, and other high technologies. Among the specific topics discussed are improved written communications, research techniques and measuring devices, Telidon, and video utilization in human relations training. The final 12-paper section deals with visualization in education and includes a complete utilization unit on curriculum applications of critical viewing skills. Numerous diagrams, figures, and illustrations are provided throughout the document to contribute to the visual emphasis. (LMM)

ED 233 706 IR 010 797

Ely, Donald P.
Information Technology in Education: The Best of ERIC.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IR-62
PUB DATE- 82
CONTRACT- NIE-400-82-0001
AVAILABLE FROM- Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 ($4.25 plus $1.50 postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Cable Television; *Communications Satellites; Educational Policy; *Educational Trends; Futures (of Society); Government Role; Information Retrieval; Instructional Innovation; *Technological Advancement; *Teleconferencing; *Videodisc Recordings; Videotex
IDENTIFIERS- Electronic Mail; *Information Technology

This publication highlights 48 recent ERIC listings which help to explain the variety of emerging technologies for the delivery of information in educational settings. Specific technologies addressed include cable television, electronic mail, satellite communication, teleconferencing, videodisc, and videotex. Entries were selected for inclusion based on recency (with most appearing since 1980), relevance to education, and readability, or ability to be understood by lay persons. Emphasis is on journal articles and documents which report results and which focus on one technology, rather than a combination of technologies. However, 11 general articles and documents are cited for the overviews they provide. Chapter 1 comprises an introductory summary of "Informational Technology and Its Impact on American Education," (published by the Congressional Office of Technology Assessment in November 1982), one of three such overviews which are noted as being most comprehensive and authoritative. An author index and ERIC ordering information are included following individual citations for each topic area. (LMM)

ED 233 736 IR 050 386

Barber, Peggy
The World of Public Relations: For Libraries.
Texas Library Association.; Texas State Library, Austin. Dept. of Library Development.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Check Lists; Guidelines; *Library Extension; *Marketing; *Mass Media; *Newsletters; News Writing; *Publicity; Public Libraries; *Public Relations; Records (Forms); School Libraries
IDENTIFIERS- Public Service Advertising; Texas

Included in this manual are (1) a check list for developing and planning an effective library marketing program; (2) tips for writing library news releases; (3) tips for mass media marketing using radio and television; (4) a sample form for building a media file with information on specific radio and TV stations; (5) tips for planning a library newsletter; and (6) a bibliography on library public relations and related topics which lists books, periodicals, and audiovisual material, including public service announcements and camera ready art work (compiled by Anne Ramos and William Davis). Location symbols are also provided in the bibliography referring to holdings of the Texas State Library, Texas Major Resource Centers, and ten Texas regional library systems. The addresses and telephone numbers of the regional systems and the state library are given to facilitate borrowing of the material. (ESR)

ED 233 838 RC 014 267

Leland, Michael; Schneider, Mary Jo
Rural Rehabilitation. A State of the Art.
Arkansas Univ., Fayetteville. Rehabilitation Research and Training Center.

SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- Mar 82
GRANT- G008200023
AVAILABLE FROM- Arkansas Rehabilitation Research and Training Center, Hot Springs Rehabilitation Center, P. O. Box 1358, Hot Springs, AR 71901.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTIONS- Accessibility (for Disabled); *Delivery Systems; *Disabilities; *Human Services; Medical Services; *Needs Assessment; Outreach Programs; Program Descriptions; Rehabilitation Programs; *Rural Environment; Rural Population; *Vocational Rehabilitation

To provide a complete picture of vocational rehabilitation needs of the rural disabled and to assist agencies in the development of improved services for the rural disabled, researchers reviewed pertinent literature since 1960 and held informal discussions with knowledgeable professionals. The literature review revealed a lack of knowledge of rural rehabilitation needs even though 8.5 million disabled people live in non-metropolitan or rural areas where their vocational rehabilitation is impeded by economic, employment, health, transportation, education, cultural, and ethnicity barriers. In recent decades, agencies have used two major strategies to alleviate problems in service delivery to the rural disabled. Expansion of traditional service delivery programs in Wisconsin, Kentucky, Maine, New York, West Virginia, Arkansas, Vermont, and Minnesota has proved that rehabilitation services can be effectively extended into rural areas if adequate staffing and funding exist. Non-traditional services including indigenous volunteers and service providers, mobile units, professional rehabilitation teams, transportation systems, health services, and special education programs have also proved successful. Many state, regional, and national assessments of the needs of the disabled have been conducted but, because few have focused on rural areas, no clear definition of the needs of the rural disabled exists. (SB)

ED 233 853 RC 014 283

Flinn, Arlington A., Jr.
The Makah Counting Workbook.
Makah Cultural and Research Center, Neah Bay, WA.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 82
AVAILABLE FROM- Makah Cultural and Research Center, P. O. Box 95, Neah Bay, WA 98357 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- American Indian Education; *American Indian Languages; American Indians; *Arithmetic; Elementary Secondary Education; Instructional Materials; Number Concepts; *Numbers; *Set Theory
IDENTIFIERS- *Makah (Language)

The first edition of the counting workbook centers around the numbers from 1 to 100 and focuses on number and set concepts. The workbook introduces the Makah spelling of each number and reinforces the spelling with exercises such as matching words to numbers, writing the words, counting symbols, and circling the correct number. Spaced throughout the workbook are pages of more difficult problems which reinforce the material just taught and prepare the learner for the lessons to follow. The workbook can also be used as reference material depending on the instructor's evaluation of a child's ability with Makah language acquisition. (SB)

Sanford, Julie P.
Management and Organization in Science Classrooms.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
REPORT NO.- R&D-6154
PUB DATE- May 83
CONTRACT- OB-NIE-G-80-01[illegible]
AVAILABLE FROM- Communications Services, R&DCTE, Education Annex 3.203, The University of Texas at Austin, Austin, TX 78712 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Class Organization; Classroom Research; *Classroom Techniques; Elementary Secondary Education; Junior High Schools; Laboratory Procedures; Science Education; *Science Instruction; *Secondary School Science; *Student Behavior; Teaching Methods; Time Factors (Learning); *Time on Task
IDENTIFIERS- *Disruptive Behavior; Science Education Research

The Junior High School Management Improvement Study (JMIS) was a field experiment conducted to verify and extend findings of previous research in English and mathematics classes. Using student behaviors (on task, off task, and disruptive behavior) as criteria of management effectiveness, this study investigated classroom management practices in 26 classes (part of the JMIS experiment) taught by 13 middle/junior high school teachers. Extensive classroom observations provided information about management practices associated with smooth-running, task-oriented classrooms. These include practices for general classroom procedures, managing student behavior, laboratory procedures, managing student assignments, presenting content, and structuring note-taking. Each of these practices are briefly described and illustrated. Since no information was available about student learning gains or attitudes toward science, there is no basis for assuming that practices of the better classroom managers constitute "good" science teaching. However, it is indicated that when teachers can establish orderly classroom environments and maintain students' cooperation, student engagement in appropriate learning tasks is more likely to occur. (JN)

ED 233 968 SP 022 423

Henderson, Karla A.; Bialeschki, M. Deborah
An Analysis of Selected Characteristics, Leisure Attitudes, and Recreation Participation of Women Employed in Leisure Services.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Employed Women; Females; *Human Services; Individual Characteristics; *Leisure Time; *Personality Traits; *Recreation; Sex Role; Sex Stereotypes
IDENTIFIERS- Wisconsin

Questionnaires were sent to 100 women employed in leisure service positions in Wisconsin. Areas of services included therapeutic recreation, community/school and voluntary/youth agencies, outdoor recreation and parks, and a variety of other miscellaneous fields such as combinations of the above, industrial recreation, college unions, etc. Positions included leadership roles such as therapists or program leaders, technical jobs, supervisory roles, and administrative positions. Findings revealed that, overall, the women have positive attitudes about their own leisure. It was also found that women in leisure service professions have androgynous personality characteristics which allow them to be both masculine and feminine, agentic and communal, and assertive and nurturing. In general, women in leisure services tend to be more nontraditional in their sex-role orientation. Results also indicated that few differences exist among the women surveyed in terms of demographics and personality, and age appeared to be the primary differentiating factor among the women in this study. (JD)

ED 233 574 FL 013 874

Deutsch, Werner; Budwig, Nancy
Form and Function in the Development of Possessives.
Stanford Univ., Calif. Dept. of Linguistics.

PUB DATE- Jul 83
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Child Language; Form Classes (Languages); *Language Acquisition; Learning Processes

Previously reported data (Brown, 1973) on language acquisition were analyzed to provide information about the correspondence of form, function, and meaning. The spontaneous speech records of two children were investigated. The observation period began when the boy was 25 months old and the girl was 18 months old and lasted 11 months. The linguistic forms they used to refer to themselves as possessors and form-meaning and form-function correspondence were examined. The nominal form was retained during the period that the prenominal form appeared. Both children used both forms over a long period of time. Both children constructed a form-function relationship that does not exist in the target language they were acquiring and continued to use this construct for a long period of time in a systematic way. As the children developed the adult form of language, they constructed their own hypotheses about the connection between linguistic forms, meanings, and functions. Analytical results support the view that language acquisition is a step-wise approximation to the target language using a hypothesis construction. (RW)

Bligh, Donald, Ed.; And Others
Professionalism and Flexibility in Learning. SRHE Monograph 49.

Society for Research into Higher Education, Ltd., London (England).
REPORT NO.- ISBN-0-900868-87-2; SRHE-M-49
PUB DATE- 82
AVAILABLE FROM- Society for Research into Higher Education, University of Surrey, Guildford, Surrey GU2 5XH, England.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Students; *College Curriculum; *Continuing Education; Educational Innovation; Educational Planning; Faculty Evaluation; Foreign Countries; Higher Education; Instructional Design; *Instructional Improvement; *Standards; *Student Evaluation; Teacher Education; *Teacher Effectiveness
IDENTIFIERS- *Great Britain

Professionalism and flexibility in learning are considered in five seminar papers. In "Recommendations for Learning," Donald Bligh offers 17 recommendations for learning, based on the final discussions of a seminar of the Society for Research into Higher Education. The principles of professionalism and flexibility are applied to course design, teaching, learning, student assessment, teaching evaluation, and the needs of academic staff. In "Continuing Education Within Universities and Polytechnics," Richard Hoggart, Michael Stephens, John Taylor, and Richard Smethurst focus on the relationship of the universities and polytechnics to adults other than the 18-21 year old cohort. In "The Curriculum of Higher Education," Sinclair Goodlad, Brian Pippard, and Donald Bligh offer suggestions about ways of thinking about higher education curricula and possible policies to provide for flexibility and innovation. In "Assessment for Learning," Lewis Elton recommends that academic teachers who are concerned with student assessment and its reform should receive formal teacher training relevant to their work. Finally, in "Teaching and Learning," Paul Black and John Sparkes offer 13 propositions based on the need for higher standards and models for designing teaching systems, as well as consideration to personal attitudes and responses. (SW)

ED 233 692 IR 010 782

Green, Alan; Hogan, Bill
Gavel to Gavel: A Guide to the Televised Proceedings of Congress.
Benton Foundation, Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Benton Foundation, 1776 K Street NW, Suite 900, Washington, DC 20006 (single copy, free; write for quantity prices.)
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Federal Government; *Federal Legislation; Glossaries; Guidelines; *Laws; *Legislators; *Television Viewing
IDENTIFIERS- Congressional Bills; *House of Representatives; *Televised Proceedings

Intended to improve citizen understanding of the legislative process and to encourage active participation in that process, this booklet describes how the United States House of Representatives conducts its business and provides a viewers' guide to the proceedings of the House as they are transmitted via satellite and cable to over 10 million homes and schools. The booklet contains information on: (1) the introduction of televised Congressional proceedings; (2) what takes place on and behind the scenes, including a description of House officers and staff and the location of various persons and items on and off the House floor; (3) a typical day's House activities; (4) how a bill becomes a law, including a flow chart of this process; (5) how the voting system works; (6) how to decipher the special terminology of legislative debate; and (7) where to go for more information, including a description of how to get copies of bills and how to contact individual Representatives and Senators. Also provided are selected pictures and an explanation of the system of electric lights and bells used to inform Representatives of the status of proceedings on the floor. A 6-item annotated bibliography and a glossary of 67 key Congressional terms conclude the booklet. (Author/ESR)

ED 233 792 PS 013 613

How to Make Your Child a Winner!
Encyclopaedia Britannica, Inc., Chicago, Ill.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Cultural Activities; Elementary Secondary Education; Homework; Interpersonal Relationship; Learning Activities; Listening Skills; *Parent Child Relationship; Parent Materials; *Parent Role; Reading Improvement; Self Esteem; Sportsmanship; Student Attitudes; *Student Motivation; Student Responsibility; Study Skills; *Success; Test Wiseness
IDENTIFIERS- PF Project

Ideas and activities for helping children attain success in school, in friendships and in sports are presented in this handbook for parents. The areas covered are: (1) developing a winning attitude; (2) increasing self-confidence; (3) improving reading skills; (4) gaining good study habits; (5) improving test-taking skills; (6) doing homework; (7) learning through educational and cultural activities; (8) getting along with others; and (9) developing a sense of responsibility and sportsmanship. (EM)

ED 233 823 PS 013 833

Golomb, Claire; Vogel, David
The Role of Cognitive Operations in the Development of Gender Constancy.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; *Conservation (Concept);

*Preschool Children; Preschool Education; *Pretend Play; Pretests Posttests; Training
IDENTIFIERS- *Gender Identity

An investigation was made of the extent to which mental operations involved in quantitative conservation and pretense play affect the development of gender constancy. The research design included three phases: a pretest establishing subjects' levels of conservation and gender understanding, a training phase, and conservation and gender constancy posttests. Following pretests, nonconserving subjects were randomly assigned to one of three treatment conditions: (1) a conservation training condition stressing principles of identity and reversibility; (2) a pretense play training condition using inquiry procedures based on techniques described by Golomb, Goransen-Gowing, and Friedman (1982); and (3) a control condition which engaged subjects in drawing pictures. A total of 33 preschool children 4 or 5 years of age participated in the study. Overall, results supported the contention that similar cognitive operations underlie conservation of quantity, pretense play, and gender constancy. (RH)

ED 233 911　　　SE 043 148

Hollander, Jack, Ed.

Nuclear Energy, Nuclear Weapons Proliferation, and the Arms Race.
American Association of Physics Teachers, Washington, D.C.
PUB DATE- 82
AVAILABLE FROM- American Association of Physics Teachers, Graduate Physics Bldg., SUNY, Stony Brook, NY 11794. (Nuclear Weapons $2.00 U.S., prepaid; Nuclear Energy $2.50 U.S./$3.00 outside U.S.).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Disarmament; *International Relations; *Nuclear Energy; *Nuclear Technology; *Nuclear Warfare; Policy; *Treaties; World Problems
IDENTIFIERS- Nuclear Nonproliferation Treaty; *Nuclear Weapons

A symposium was organized to reexamine the realities of vertical proliferation between the United States and the Soviet Union and to place into perspective the horizontal proliferation of nuclear weapons throughout the world, including the possible role of commercial nuclear power in facilitating proliferation. The four invited symposium presentations are provided in this monograph. They include: "Nuclear Power and Nuclear Weapons: The Connection Is Tenuous" (Bernard I. Spinrad); "Nuclear Power and Nuclear Weapons: The Connection Is Dangerous" (John P. Holdren); "Horizontal Proliferation: The Spread of Nuclear Weapons to Other Countries" (Gene I. Rochlin); and "Vertical Proliferation: The Nuclear Arms Race of the Superpowers" (Herbert F. York). Among the areas/issues addressed in the first three papers are: weapons efficacy of materials from nuclear power reactors; nuclear power and world tension; nuclear policy alternatives; motivations and barriers (technical, economic, political) to acquiring nuclear weapons; history of power-related proliferation and prospects for further proliferation; Nuclear Non-Proliferation Treaty (NPT); gradual erosion of the NPT regime; and future of NPT safeguards. The final paper reviews facts/data about the arms race, describes systematic relationships among the facts/data, and draws conclusions based on the relationships. (JN)

ED 233 925 SO 014 790

The Teacher and Academic Freedom. ERIC Fact Sheet No. 1.
ERIC Clearinghouse for Social Studies/Social Science Education,

Boulder, Colo.
PUB DATE- Mar 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Academic Freedom; Board of Education Policy; Censorship; *Controversial Issues (Course Content); Freedom of Speech; *Personal Autonomy; Professional Autonomy; *School Community Relationship; *School Law; Teacher Administrator Relationship; Teacher Attitudes; Teacher Behavior; Teacher Welfare
IDENTIFIERS- Fact Sheets; PF Project; *Teacher Rights

Eight issues concerning academic freedom are discussed. The issues are: (1) the question of who should have the right to decide what should be taught; (2) the extent to which school districts should impose specific restrictions on subjects discussed in the classroom; (3) the controversy over the rights of teachers to refuse to teach content that violates their personal beliefs; (4) the rights of teachers to invite a controversial speaker into the classroom; (5) the option of states or school districts to prohibit a teacher from using materials and methods other than those officially approved; (6) the freedom of teachers to express their personal opinions about controversial political and social issues in the classroom; (7) the responsibility of teachers to refrain from using vulgar or profane language; and (8) types of teacher behaviors generally considered to exceed the limits of academic freedom. In addition, three defenses are offered for teachers whose controversial actions are challenged in the courtroom. Nine related print resources concerning the academic freedom of teachers are followed by a listing of organizational resources. (LH)

ED 233 940 SO 014 927

Burd, Gene

Journalistic Observation as a Qualitative Research Method for Sociology.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; Ethnography; Field Studies; Journalism; Literature Reviews; *New Journalism; *Observation; *Research Methodology; Research Tools; *Social Science Research; *Sociology
IDENTIFIERS- *Participant Observation; *Qualitative Research

A comparison is made between the tools of observation and research used by journalists to study society and the media, and the qualitative and clinical research tools used in the social and psychological sciences. The first part of the paper, a journalistic approach to sociology, traces the notion of the sociologist as a super-reporter using participant-observation methods as an example of efforts to make qualitative methods a legitimate research tool in social science. Next, the author touches on the risks and personal involvement necessary when using journalistic observation techniques and cites several examples of the extremes journalists go to in order to obtain certain kinds of information. Then the author discusses investigative reporting by journalists as well as sociologists into the nature and quality of the media. The uncovering of the Watergate scandal is listed as one example of investigative reporting using participant observation and ethnographic techniques. Several sociologists are cited for their ethnographic studies of communications and the media. In the last part of the paper, the author focuses on the differences and similarities in techniques used by both journalists and sociologists and concludes that many journalists and sociologists recognize that qualitative observations are more useful than quantitative, abstract approaches to understanding the human condition. (LH)

ED 233 635 HE 016 405

Adelman, Clifford

Getting Up Off the Floor: Standards and Realities in Higher Education.

PUB DATE- 29 Mar 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Academic Achievement; *Academic Standards; *Accountability; Articulation (Education); *College Curriculum; *College Role; Declining Enrollment; Educational Assessment; Educational Responsibility; Evaluation Criteria; Financial Problems; *Higher Education; National Surveys; School Effectiveness; Teacher Education; Values

IDENTIFIERS- *National Commission on Excellence in Education

Perspectives on the context and results of the investigation conducted by the National Commission on Excellence in Education are presented. It is noted that the Commission's analysis sought to determine the extent to which colleges fail to set and maintain high standards, and the extent to which they fail to make their measures and benchmarks of performance clear. It is suggested that six key standards for higher education pertain to: the use and allocation of time for academic learning, the content in the disciplines, the level of academic performance expected of students, preparation of teachers, interinstitutional cooperation, and institutional behavior that is subject to ethical and value judgment. It is claimed that higher education institutions are not maintaining the standards of time, content, expectations, cooperation, and ethical behavior commensurate with their responsibilities. Some of the study areas and findings of the Commission are described, and 12 factors that might account for the evidence are cited. These include the following: the budgets of most colleges are driven by enrollments, resulting in the dilution of both admission and graduation requirements; there has been an excess of vocational and preprofessional curricula of very narrow scope; and most undergraduate curricula are not coherent courses of study. (SW)

ED 233 722 IR 050 359

Gregory, J. G.

Freedom of Scientific Information. Science Information Paper No. 19.

New Zealand Dept. of Scientific and Industrial Research, Wellington. Science Information Div.

PUB DATE- Mar 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Disclosure; Foreign Countries; *Information Dissemination; Information Science; *Legislation; Public Officials; Public Policy; *Scientific Research

IDENTIFIERS- *Freedom of Information; Information Flow; *New Zealand; Scientific and Technical Information

This paper describes why freedom of information (FOI) is important to scientists, the restrictions which the Official Secrets Act of 1951 places upon release of information by public officials in New Zealand, reasons for covert official resistance to FOI as suggested by information science literature, and how changes in the economic management of science along with exemptions provided in a recently introduced Official Information Bill will undermine achievement of true FOI in New Zealand. Issues discussed include the importance of information in post-industrial societies, the effect of government policy on the free flow of scientific information, the relationship between power and control of information, the economics of information, and the implications of a trend toward privatization of government scientific activities as a means of insuring a return on taxpayer investment. It is concluded that prospects for true freedom of scientific information are poor unless New Zealand politicians see it as giving them greater control of government research accountability and unless they are willing to reduce the number of exemptions in proposed FOI legislation and to subject themselves and government scientists to independent judicial review. (ESR)

ED 233 751 JC 830 057

Noll, Gayle
A College Marketing Plan That's Working: Final Report. CASE Certification Program in Executive Management.
Odessa Coll., TX.
SPONS. AGENCY- Council for the Advancement and Support of Education, Washington, D.C.
PUB DATE- 9 Jul 79
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Community Colleges; Information Dissemination; *Outreach Programs; Program Descriptions; *Public Relations; *School Community Relationship; School Publications; *Student Recruitment; Two Year Colleges
IDENTIFIERS- *Educational Marketing

In response to a 3% decline in fall 1977 enrollments, Odessa College developed and implemented a comprehensive marketing program. After initial planning, a marketing task force and nine mini-task forces were created to deal with the topics of community economic markets, community cultural markets, student retention, student recruitment techniques, image evaluation, future programs and services, foundation and resources, and research and data. The primary immediate goal of the marketing task force was a 10% enrollment increase in fall 1978. Of the 34 proposals of the task forces, 12 were selected as priorities by the college president. Among the achievements of the marketing task force were the following: (1) outreach to minority communities through a luncheon held for community leaders, public service announcements on television and radio programs geared to Spanish-speaking audiences, and visits to local high schools; (2) a coordinated advertising campaign using television, radio, newspapers, direct mailings, and campaigns targeted at recent high school graduates and older nontraditional students; (3) the development of an information center staffed by student volunteers; (4) a revision of college publications and the creation of an information kit on college programs that could be updated easily and inexpensively; and (5) a variety of other special projects. The bulk of the program description consists of appendices providing information on the charge, activities, and outcomes of Odessa's marketing efforts. (LL)

ED 233 765 JC 830 406

Howard, William; And Others

Study of Students Who Withdrew from Courses at the Hawthorne and Northeast Centers, 1981-1982. Volume XII, No. 8.

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

PUB DATE- 15 Sep 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)

DESCRIPTIONS- Community Colleges; Continuing Education; *Dropout Attitudes; Dropout Research; *Dropouts; *Off Campus Facilities; Questionnaires; School Surveys; Student Attrition; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

A study was conducted at William Rainey Harper College (WRHC) to determine why students withdrew from courses at two off-campus centers. Surveys were administered to a sample of 54 degree credit and 46 continuing education students who withdrew from classes at Hawthorne Center (HC) in fall 1981, and to 56 degree credit and 44 continuing education students who withdrew from classes at Northeast Center in fall 1982. Study findings, based on information from student files and survey responses from 78% of the degree credit students at HC and 89% of those at NC, and from 63% of the continuing education students at HC and 77% of those at NC, included the following: (1) the credit student withdrawal rate at NC (26%) was higher than that for the college as a whole (12%); (2) 16% of the NC students gave the inconvenient location of the center as their primary reason for withdrawal, and 17% cited ineffective teaching; (3) the primary reasons for withdrawal among degree credit students were job pressures, inconvenient location, and course objectives not related to student needs; (4) for continuing education students, the primary reasons for withdrawal were inconvenient class times and personal problems; and (5) 93% of the degree credit students and 74% of the continuing education students who stopped attending NC intended to return to WHRC. The survey instrument and data tables detailing results for both centers are appended. (HB)

ED 233 808 PS 013 809

Strom; Mary E.
Children of Divorce in the Elementary School Classroom.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Academic Achievement; *Adjustment (to Environment); Annotated Bibliographies; Counselor Role; *Divorce; Elementary Education; *Elementary School Students; Glossaries; Literature Reviews; School Role; *Self Concept; *Student Behavior; Teacher Role

In this document, literature is reviewed concerning (1) effects of divorce on the academic achievement, behavior, and self-concept of elementary school students; and (2) ways the adjustment of children whose parents have divorced can be facilitated in schools by teachers and counselors. Annotations of 40 articles are provided. Also included are a summary of findings, a glossary of terms, conclusions, and recommendations for educational practice. Appended is a list of related books containing entries for both nonreading and reading children. (RH)

ED 233 867 RC 014 305

Lichter, Daniel T.; And Others
The Rural Growth Revival In Nonmetropolitan America: Evidence of Pervasiveness.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Demography; *Metropolitan Areas; *Population Distribution; Population Growth; *Population Trends; *Rural Areas; Rural Population; Rural Urban Differences; Urban to Rural Migration
IDENTIFIERS- *Nonmetropolitan Areas; *United States

The 1970's ushered in widespread population deconcentration, seen in the pervasive shift of the United States population down the size-of-place scale. To document population changes in various sized places in the country from 1950 to 1980 and to show the pervasiveness of urban-rural deconcentration in nonmetropolitan areas, researchers examined census data from 1950 to 1980 and data from metropolitan and nonmetropolitan counties and places, taking into account metropolitan adjacency and economic homogeneity. According to the data, the 1970's saw continued suburbanization, with absolute declines in the nation's larger metropolitan centers. Growth rates exceeded the national average in smaller metropolitan cities and exceeded the metropolitan rates in nonmetropolitan areas. In nonmetropolitan areas, rural population growth exceeded urban population growth. Not simply restricted to areas within easy commuting distance of larger nonmetropolitan urban centers, rural growth spread to less urban nonmetropolitan areas as well. The pattern of nonmetropolitan decentralization was geographically and spatially pervasive, affecting most regions (especially the West) and occurring in the least urbanized and most remote parts of the country. The data suggest a historic shift in the patterns of population settlement in the United States. (SB)

ED 233 895 SE 042 804

Summary Proceedings of the Congress of International Physicians for the Prevention of Nuclear War (2nd, Cambridge, England, April, 1982).

International Physicians for the Prevention of Nuclear War, Inc., Boston, MA.

PUB DATE- Apr 82
AVAILABLE FROM- International Physicians for the Prevention of Nuclear War, Inc., 225 Longwood Ave., Boston, MA 02115.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Civil Defense; *Disarmament; Foreign Countries; International Relations; *Medical Services; *Nuclear Warfare; Physicians; Preventive Medicine; *Public Health; *Radiation Effects; World Problems
IDENTIFIERS- *Europe; *Physician Role

This conference was held to alert physicians worldwide of the mortal peril of nuclear war to public health, with the hope that they will help educate their communities about the effects of nuclear war. Summary papers prepared during the conference include: medical consequences of nuclear war with special reference to Europe--immediate problems for medical services, medical problems for post-attack situation (days 4-60), long-term problems of survival; unquantified effects on the biosphere; arms race and implications for world health; medical "planning" related to nuclear war; role and effectiveness of civil defense in nuclear war; psychological problems of human fallibility in military-political organizations; psychological mechanisms of denial and stereotyping of adversaries: their role in acceptance of nuclear weapons; role of physicians and their national organizations in preventing nuclear war; role of International Physicians for Prevention of Nuclear War; and medical student proposal to the conference. In addition, public appeals to prevent nuclear war are made to Ronald Reagan, Leonid Brezhnev, delegates to the 25th session of the World Health Assembly, and to United Nations Second Special Session on Disarmament. (JN)

Thai Education in Brief, 1982.
Ministry of Education, Bangkok (Thailand). Educational Planning Div.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Budgets; Comparative Education; Curriculum Development; Educational Administration; Educational Development; Educational History; Educational Legislation; *Educational Objectives; *Educational Planning; *Educational Practices; Foreign Countries; *Government School Relationship; *Public Education; School Organization
IDENTIFIERS- *Thailand

Presenting a broad view of education in Thailand, the booklet is arranged into 10 parts. General background information is provided in the first part. Part 2 gives a brief history of Thai education, touching upon the influences of Thai kings and the Buddhist temples. Part 3 briefly describes the legislative structures underlying Thailand's educational system. The educational objectives included in the National Education Scheme of 1977 are listed in part 4. Also included is a discussion on the arrangement of the schools and general education system. The new focus of curriculum at the primary, lower secondary, and upper secondary levels on making a living instead of pursuing the next level of education is addressed in part 5. Part 6 provides a report on Thailand's administrative system at the central, provincial, and local levels, with brief sections on the roles of various ministries. Part 7 discusses the organizational arrangement of the Ministry of Education. A report on Thailand's Five Year Development Plan (1977-1981) is given in part 8. Part 9 presents data concerning current educational development. The future of educational development is dealt with in part 10. The booklet includes a number of charts and tables illustrating the administrative structure and organization of the educational system, enrollment statistics for formal and non-formal programs; and statistics concerning Thailand's educational budget. (LH)

ED 233 606 FL 013 927

Henry, Anita
The Marriage of Language and Business: A Working Curriculum.
PUB DATE- 29 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Business Education; Curriculum; French; German; Higher Education; *Second Language Programs; Spanish

The Foreign Language for International Trade degree program developed by Indiana University of Pennsylvania is described. The curriculum combines elements of a basic business course with elements of a language program. It is a rigorous program with 36 credit hours in both business and language. The program presents problems for language students who fear math and for business majors without language experience. The program has a study abroad component for one year in France, Spain, or Germany and an optional internship following course completion. Students who have successfully finished the program, including the internship, learn confidence in their bilingual business skills. Several graduates have been placed in prestigious jobs based on their academic experience. It is important for any institution considering such a program to carefully inventory its institutional resources. If something is lacking, the institution must decide whether to use scarce funds to put it in place or whether to use existing resources to improvise. This type of program requires centralized authority with management from one strong-willed individual. (RW)

Exchange, December 1978.
Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Education.
PUB DATE- Dec 78
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Advising; *Consultants; Educational Cooperation; *Faculty Advisers; *Faculty Development; Faculty Evaluation; Higher Education; Information Sources; Interprofessional Relationship; *Student Evaluation of Teacher Performance
IDENTIFIERS- *IDEA Questionnaire

Information and articles on faculty advising are presented in this newsletter issue. The first article identifies specific consultation services on academic advising, as well as sources of information on academic advising. Next, in "Measuring Faculty Advisor Effectiveness," Stephen C. Brock describes the Cooperative Project on Advising, which was formed to develop a comprehensive service for colleges and universities to assist them with the improvement of faculty advising of students. The short-range goal of the project was to develop an advisee rating form. Results of pilot-testing the questionnaire for measuring advisor effectiveness are also summarized. In "Faculty Advising: A Part of Faculty Development," Howard C. Kramer identifies nine reasons that advising and faculty development should be linked. It is suggested that a advisor coordinator should be appointed to help advisors. An announcement is included concerning the availability of IDEA Form B, a new version of the IDEA student-rating-of-instruction form with items written at a vocabulary level below that of the standard IDEA questionnaire. (SW)

ED 233 664 HE 016 544

Postsecondary Education in the U.S. Territories.
Urban Systems Research and Engineering, Inc., Cambridge, Mass.
SPONS. AGENCY- Office of Postsecondary Education (ED), Washington, DC.
PUB DATE- May 82
CONTRACT- 300-81-0307
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Educational Needs; Educational Objectives; *Federal Aid; *Foreign Culture; *Geographic Regions; Government School Relationship; Grants; Institutional Characteristics; *Postsecondary Education; *Public Policy; Regional Cooperation; Student Financial Aid
IDENTIFIERS- American Samoa; Guam; Pacific Trust Territory; Pacific Trust Territory (Mariana Islands); *United States (Territories); Virgin Islands

Results of a study of the postsecondary educational needs of the U.S. territories (U.S. Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Trust Territory of the Pacific Islands) are presented. They are geographically, demographically, culturally, economically, and politically unique in the American system. The territories currently attempt to meet postsecondary education needs through a combination of territorial colleges, regional cooperative efforts, and mainland colleges. The federal government provides basic financial assistance to students and supplemental grants to territorial governments and colleges. Because of the unique needs of the territories and their very limited resources, programs designed for the states cannot adequately address the postsecondary needs of the territories. It is recommended that to be responsive, federal policy must be tailored to territorial needs. Federal policy options and recommendations of territorial officials are discussed. An appendix (more than half of the document, and containing its own table of contents and glossary) provides additional information on the context of and need for postsecondary education in the territories, goals for postsecondary education, and federal assistance, as well as complete descriptions of each territorial institution. (SW)

ED 233 678 IR 010 767

Cummins, Sara Sherman; And Others
Acquiring Financial Resources for NFE Projects: A Selected, Annotated Bibliography. Annotated Bibliography #11.
Michigan State Univ., East Lansing. Non-Formal Education Information Center.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Agencies; Annotated Bibliographies; *Developmental Programs; *Financial Support; *Fund Raising; *Nonformal Education; *Program Proposals; *Proposal Writing

This annotated bibliography focuses on two important aspects of the fund-seeking process: locating agencies whose interests and goals are similar to those of the proposed project, and preparing a written proposal which is tailored to meet the particular funding requirements of the chosen funding agency. The 33-citation first section emphasizes funding sources, listing directories of agencies involved in funding development projects, guides to activities funded by specific agencies, and sources. Some directories include lists of agencies providing other relevant resources. The second section cites 24 sources related to preparing and writing project proposals and includes documents written for specific audiences, guides to preparing proposals for specific agencies, and sources for assistance in writing proposals in general. (LMM)

ED 233 707 IR 010 798

Information Technology on Screen: New Approaches in Viewdata, Teletext and Cable. Proceedings of the Joint One Day Seminar held by Aslib/Institute of Information Scientists/Library Association at the Polytechnic of the South Bank (November 8, 1982). LA Conference Proceedings Series in Library Automation: 2.

Library Association, London (England).

REPORT NO.- ISBN-0-85365-736-X

PUB DATE- 83

AVAILABLE FROM- Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004 ($12.00 per copy).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Business Communication; *Cable Television; Computer Literacy; Computer Programs; Foreign Countries; Home Programs; *Information Networks; Information Services; *Marketing; Tourism; *Videodisc Recordings; *Videotex

IDENTIFIERS- British Broadcasting Corporation; Great Britain; *Information Technology; Prestel

The most important developments now taking place or being planned are emphasized in this collection of eight papers on the emerging aspects of information technology. In addition to an introduction by Ric Foot and a keynote address by John Butcher, the specific papers are as follows: (1) "Telesoftware as Part of the Knowledge Network," by John Radcliffe, Executive Producer, British Broadcasting Corporation Literacy Project; (2) "Cable," by Frank Hall, Managing Director, Visionhire Cable Ltd. and Visionhire Communications Ltd.; (3) "Optical Video Discs," by Paul Bradley, Program Manager, Philips Laser Vision Systems; (4) "Teletext," by David Wilson, Manager, BBC Teletext; (5) "West Midlands Residential Viewdata Project," by Pat Montague, Director/General Manager, The Birmingham Post & Mail Ltd.; (6) "Private Viewdata," by Geoff Hutt, Systems Development Manager, British Leyland Systems Ltd.; (7) "Teleshopping," by David Bird, Group Computer Consultant, Great Universal Stores; (8) "Information on Britain on Prestel," by David Barr, Manager, Information Services, British Tourist Authority. Appendices provide authors' biographical notes and a list of seminar organization committee members. (LMM)

ED 233 737 IR 050 390

Bundy, Alan L.

Amalgamations and Libraries. A Study of the Effect on British Polytechnic Libraries of Institutional Amalgamations with Derived Guidelines for Amalgamating Victorian and Other Australian Institutions. Occasional Publication Number 3.

Footscray Inst. of Technology (Australia). Library.

REPORT NO.- ISBN-0-908533-225

PUB DATE- Nov 81

AVAILABLE FROM- Administration Unit, Footscray Institute of Technology Library, PO Box 64, Footscray, Victoria, Australia 3011 (Payment must accompany order, Aus $5.00, Aus $6.00 for overseas orders).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)

DESCRIPTIONS- *Academic Libraries; College Administration; *Consolidated Schools; Foreign Countries; Guidelines; *Library Administration; Library Planning; Library Services; *Mergers; *Multicampus Colleges; Postsecondary Education

IDENTIFIERS- *Australia; *Great Britain; Polytechnics

Because 30 Australian colleges of advanced education, principally teacher training institutions, were scheduled to be amalgamated in 1982, a study was undertaken to determine the problems likely to face librarians at these institutions and to produce guidelines on amalgamation and running multi-site operations for both college administrators and librarians. The guidelines developed were primarily based on (1) information on related experiences at British polytechnic libraries, collected during 12 site visits in October 1981; (2) the writings of W. Ashworth, the major author in this area of librarianship; and (3) comments received from Australian librarians with experience of amalgamations and multi-site operations. In addition to the guidelines, this document presents a statement of the rationale for Australian amalgamations; a discussion of the study's background, scope, and methodology; a description of the Australian and British experience with amalgamations; a review of the literature on the management dilemmas inherent in amalgamation situations; a delineation of the problems and advantages of multi-site libraries; a statement of conclusions and recommendations based on the study; and an extensive review of comments received on the guidelines for administrators and librarians. A 10-item bibliography and information about the author are also provided. (ESR)

ED 233 779 JC 830 422

Corrado, Thomas; Colfer, Mary Ellen
Sourcebook: Disabled Student Services.
State Univ. of New York, Albany. Two Year Coll. Development Center.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Grants Administration.
PUB DATE- Dec 82
GRANT- VEA-53-82-9001
AVAILABLE FROM- Two-Year College Development Center, SUNY at Albany, 135 Western Avenue, Draper 306, Albany, NY 12222 ($6.00; Quantity, $5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Accessibility (for Disabled); Ancillary School Services; Career Planning; Community Colleges; Design Requirements; *Disabilities; Federal Legislation; Handicap Identification; Hearing Impairments; Learning Disabilities; Physical Disabilities; School Publications; School Safety; *Special Education; Speech Handicaps; Two Year Colleges; *Two Year College Students; Visual Impairments
IDENTIFIERS- *New York

Designed for use by coordinators of disabled student services at New York State two-year colleges, this sourcebook represents a compendium of ideas, recommendations, facts, problems, and solutions related to serving disabled two-year college students. Introductory remarks describing the sourcebook's purpose and New York's Disabled Student Project are followed by background information regarding concerns and resources, trends and projections, and barriers to working with disabled students. Subsequent sections cover: (1) the legal rights of disabled students as stated by Section 504 of the Rehabilitation Act of 1973; (2) identification of disabled students; (3) attitudes of and toward disabled individuals; (4) access and safety concerns, such as program accessibility, barrier-free design, adapted equipment and techniques, laboratory safety practices, evacuation of disabled persons, first aid, and access to vocational education; (5) instructional accommodations for disabled students including those with mobility, emotional, learning, visual, speech, and hearing impairments; (6) career planning issues, including affirmative action, equal employment rights, job training, employer concerns, and tips for job seekers; (7) selected programs, projects, and publications of specific community colleges in the state; and (8) information resources, including organizations and associations, periodicals and newsletters, audiovisual materials, media distribution centers, funding sources, and resource centers. (LL)

ED 233 824 PS 013 836

Asher, Steven R.

Intervention and Children's Peer Relations: Evaluating Processes and Outcomes.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Children; Friendship; *Interpersonal Competence; Peer Acceptance; *Peer Evaluation; *Peer Relationship; *Social Development; Sociometric Techniques
IDENTIFIERS- *Popularity

Grounding their efforts on results of previous research, investigators have sought to improve peer relationships of unpopular children through direct instruction in social skills. Generally, such interventions have been effective in promoting specific outcomes. For example, skill-training programs improve children's ability to form colleague relations but do not lead to more intimate friendship relationships. To assess the reasons social skill training is effective, further research should investigate (1) children's knowledge of social interaction principles or strategies, (2) children's confidence in their ability to produce satisfying social relationships with other children, (3) children's ability to monitor their social interactions with others, and (4) the influence of intervention on the way children construe goals in social situations. Since the construction of social goals may directly affect children's peer relationships, the last of these four areas seems particularly important. Research also indicates that differences exist in the ways popular and unpopular children construe social goals; that aggressive, as opposed to nonagressive, boys read social situations in ways that preclude prosocial goals; that children's goals differ with respect to their status and age; and that individual differences in goals in game-playing contexts exist. (Appended materials include a "loneliness scale" and a list of strategies popular and unpopular children suggested for use in a conflict situation.) (RH)

Swan, Jack
Pok-O-MacCready Outdoor Education Center Resident Program Guide.
Pok-o-MacCready Outdoor Education Center, Willsboro, NY.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Educational Facilities; Elementary Secondary Education; Environmental Education; *Experiential Learning; Farm Visits; Leadership Training; *Outdoor Activities; *Outdoor Education; Program Descriptions; *Recreational Facilities; *Resident Camp Programs; Trails
IDENTIFIERS- Acid Rain; Adirondack Mountains; New York; *Pok O MacCready Outdoor Education Center NY

The guide describes the 300-acre Pok-O-MacCready Outdoor Education Center, located in the Adirondack Mountains, which offers winterized residential facilities and indivdualized 3- to 5-day outdoor and environmental programs for groups of up to 85 elementary and secondary students. The guide describes the center's activities, which focus on personal growth, decision making, and cooperation, and which include 19th century farming, environmental studies, leadership training, and specialized programs about acid rain or historical adventure experiences. The guide briefly describes the center's 10 intersession programs, which make up special curriculum for groups of 8-12 students who want to pursue a specific area of study for as long as 3 weeks. In addition, the guide includes descriptions of outdoor living skills taught at the center and recreational activities available at Pok-O-MacCready and in nearby Adirondack Park. The guide includes the center's evening program and dining room procedure, sample 3- and 5-day programs, room assignment sheets, a health form, and a supplies list. (SB)

ED 233 882 SE 042 789

Clarkson, P. C.
Year 12 Students' Mathematical Performance on the 1980 and 1981 External Examinations. Mathematics Education Centre Report No. 25.
Papua New Guinea Univ. of Technology, Lae.
REPORT NO.- MEC-25
PUB DATE- Jan 83
AVAILABLE FROM- The Director, Mathematics Education Centre, Papua New Guinea University of Technology, P.O. Box 793, LAE, Morobe Province, Papua New Guinea.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Calculus; College Mathematics; Course Content; *Course Descriptions; Foreign Countries; *Grade 12; Higher Education; High Schools; *Mathematics Achievement; Mathematics Education; *Quantitative Tests; Scores; *Secondary School Mathematics; *Test Results; Vectors (Mathematics)
IDENTIFIERS- *Papua New Guinea

Descriptions of Papua New Guinea's national high schools, grade 12 major/minor mathematics courses, and an analysis of the 1980 and 1981 major/minor course examination results are presented. The analysis is intended for use by post year 12 lecturers/instructors planning their courses. Findings indicate that topic scores were far too low for these instructors to have confidence that their students have a good command of the subject matter in the year 12 syllabus. The major conclusion is that there should be a reduction in the amount of work covered in the year 12 mathematics syllabi. It is recommended that the topics of calculus and vectors be omitted from the major syllabus and that more time be spent teaching such topics as algebra, analytical geometry, and graphs/curves. If students have a better grasp of algebra and graphs, the author suggests that work now completed in the topics of calculus and vectors could be covered more quickly, and with more relevance to other aspects of mathematics, by the post year 12 lecturers. (Included in appendices are major/minor course syllabi, copies of 1980 and 1981 major/minor examinations, and a brief outline of year 10 selection procedures.) (JN)

ED 233 969 SP 022 503

Idea Place: Middle Grades. Columns Compiled from Seven Issues of Learning Magazine, September to November 1982 and January to April-May 1983.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)

DESCRIPTIONS- *Art Activities; Educational Games; *Elementary School Mathematics; Intermediate Grades; Language Arts; *Learning Activities; *Reading Skills; *Science Activities; *Social Studies; Spelling Instruction; Teaching Methods; Writing Skills

IDENTIFIERS- PF Project

The "Idea Place," a regular feature carried by the magazine "Learning," provides an assortment of practical teaching techniques selected from commercially available materials and from ideas submitted by readers. Games and activities are given for the areas of reading, writing, spelling, mathematics, science, social studies, and arts and crafts. Topics treated by this compilation are: (1) drawing; (2) testing students; (3) letter writing to celebrities; (4) using telephone directories as teaching tools; and (5) creating a board game based on a novel. (JH)

ED 233 575 FL 013 875

de Villiers, Jill
Patterns of Verb Use in Mother and Child.
Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Jul 83
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Child Language; *Language Acquisition; *Language Usage; Learning Processes; *Mothers; Parent Child Relationship; Syntax; *Verbs

The influence of maternal use of verbs upon a child's developing rule system for verb usage was examined. Previously reported data (Brown, 1983) on mother-to-child speech were analyzed. Thirteen different contexts for verb use were identified. There was a close resemblance between the way the child and his mother distributed their uses of verbs. There was very little immediate imitation on the part of either mother or child. Apparently the child monitored his mother's use of verbs as an index of their potential for new constructions. It is suggested that the child compared a verb's privileges of occurrence with other items heard in a particular construction. The greater the degree of overlap, the more confident he was that it participates in the construction. As a result, verbs with a variety of heard uses were used with greater confidence by the child even in unheard contexts. A mechanism of this sort would allow for novelty of verb use even while the child was storing information about syntactic rules in his lexicon. (RW)

ED 233 591 FL 013 897

Dragonas, Phyllis J.

The High School Goes Abroad: International Homestay Exchange Programs. Language in Education: Theory and Practice, No. 55.

Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

REPORT NO.- ISBN-0-87281-323-1

PUB DATE- Jul 83

CONTRACT- 400-82-0009

AVAILABLE FROM- Center for Applied Linguistics, Box 4866, Hampden Station, Baltimore, MD 21211 ($9.00 plus $1.50 postage/handling; all orders must be prepaid.)

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTIONS- Cultural Awareness; Cultural Exchange; French; German; Immersion Programs; International Educational Exchange; Parent Participation; Program Implementation; Secondary Education; *Second Language Instruction; *Student Exchange Programs

IDENTIFIERS- Massachusetts (Melrose); West Germany

The rationale behind international homestay exchange programs for high school students is discussed and several existing exchange programs are described. Such programs serve to enhance motivation for language learning, cultural awareness, positive attitudes toward the host country, and parental and public consciousness of other cultures. The Melrose/Oberalster program is a five-week exchange program between high schools in Melrose, Massachusetts, and Hamburg, West Germany. The objectives, family experience, immersion institute, course content, implementation, community and parent participation, predeparture orientation, public relations, and evaluation are described. In addition, a French total immersion program in France and a task-oriented survival program for eighth graders involving an exchange with Quebec are noted. It is concluded that such programs provide a wide range of beneficial language learning experiences and should be encouraged through federal funding. Program documents are appended. (RW)

ED 233 621 HE 015 918

Welzenbach, Lanora F., Ed.
College & University Business Administration. Fourth Edition.
National Association of Coll. and Univ. Business Officers, Washington, D.C.

REPORT NO.- ISBN-0-915164-12-4
PUB DATE- 82
AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036 ($45.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Accounting; Budgeting; *Business Administration; *College Administration; College Planning; Costs; *Educational Finance; Endowment Funds; Facility Improvement; Facility Planning; *Financial Policy; Fiscal Capacity; Higher Education; Insurance; Investment; Personnel Policy; *Recordkeeping; *School Business Officials; Student Financial Aid
IDENTIFIERS- Audits; Sponsored Research

This revised handbook sponsored by the National Association of College and University Business Officers (NACUBO) is seen as the authoritative reference for higher education administrators because it reflects the consensus of the profession, achieved through systematic and thorough review by hundreds of business officers. The book is divided into six parts: (1) Business Administration in Higher Education; (2) Administrative Management (institutional planning, space management, management information systems, records management, risk management and insurance, sponsored programs, legal services, student financial aid, personnel administration, labor relations); (3) Business Management (purchasing goods and services; auxiliary enterprises; facilities planning, design, and construction; facilities operation and maintenance; safety, security, and transportation); and (4) Fiscal Management (endowments, investments, cash management, institutional budgeting, auditing, determining cost information, indirect costs of sponsored programs); (5) Financial Accounting and Reporting (fundamental concepts, current funds, loans, annuities, plant funds, financial reports, chart of accounts, and illustrative exhibits). An extensive bibliography is included as the sixth section. (LB)

Cohen, Vicki Blum
A Learner-Based Evaluation of Microcomputer Software.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Comparative Analysis; *Computer Assisted Instruction; *Computer Programs; *Educational Media; Elementary Secondary Education; *Evaluation Methods; Media Research; *Microcomputers; Questionnaires
IDENTIFIERS- *Courseware Evaluation; *Learner Based Evaluation

Systems
A project involving the evaluation of microcomputer courseware being marketed for school use was conducted in the Microcomputer Resource Center at Teachers College, Columbia University, during 1982 with funding from the Exxon Education Foundation. Every courseware package was evaluated by a team which included a subject matter expert, an instructional designer or educational psychologist, a practicing teacher from the surrounding urban and suburban areas, and the project director. Learner-based feedback was also incorporated by trying out the program on learners for whom the courseware was designed and using the information collected from this process to verify or refute the findings of the evaluation team. The evaluations were then compiled into a profile system for dissemination to school districts by the Educational Products Information Exchange (EPIE) Institute. This paper describes the project's theoretical framework and the evaluation procedure. Results of the evaluation of 29 courseware programs are presented, followed by an extensive list of conclusions drawn from these results. Present day microcomputer software is compared to the software evaluated in a similar study conducted in 1981. An analysis of where the field should be heading and recommendations for the future are also given. A sample form used to collect learner-based feedback concludes the paper. (Author/ESR)

Taggart, Doris
Christmas Program for Elementary School Children.
Zions First National Bank, Salt Lake City, UT.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Art Activities; *Art Products; Elementary Education; Elementary School Students; Marketing; Program Descriptions; Public Relations; *School Business Relationship
IDENTIFIERS- *Christmas Decorations; Inexpensive Materials; PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: In 1974 Doris Taggart, Public Relations Vice President of Zions First National Bank in Salt Lake City, was serving on the Free Enterprise Committee of the Salt Lake Chamber of Commerce. She developed a plan to involve elementary school children with a large bank by asking the children to make (manufacture) a Christmas tree ornament in their school art classes. They were asked to use recyclable material, something that would not cost them anything. On a date designated by the bank, the children brought their ornaments to the schools and performed the service of decorating the trees. The bank provided four 10-foot Christmas trees and placed the lights on them before the children arrived. Under the direction of the art teachers and, generally, the principals of the schools, four trees were decorated in 1974. The students were paid 25 cents for each ornament. The checks were made payable to the schools, which in turn used the money for various items. Some used it for Christmas baskets for the poor; one school bought an aquarium for the school; another purchased films for the school library. There were approximately 2,800 elementary school students involved in the first year's program. The program was received so well by the students, by the teachers, by the bank employees and by the public in general that it was decided to expand the program throughout the 63 branches of the bank in the State of Utah. Each branch is responsible for working with the school in its community. Since 1974 the program has grown so that last year over 21,000 children participated. Usually the trees are decorated the first week in December, all being decorated on the same day. At 5:30 on that day, the parents, teachers and students are invited to return to the bank for a "lights-on party." Punch and cookies are served. Promptly at 5:30, the lights are plugged in on the trees at all 63 branches of the bank. The schools have been so enthusiastic about this program that in most areas the music teachers work with the children to prepare musical numbers for presentation at the lights-on party. Some have even brought their school orchestras. Santa Claus visits many of the offices, passing out candy canes. Last year approximately 8,500 parents and teachers were in attendance. The program has given the children an opportunity to make a product, sell the product, perform a service, receive pay, and spend the money received on something special for the school. It has been a very popular program throughout the State of Utah. (Author)

ED 233 809 PS 013 810

Foorman, Barbara R.; And Others
Children's Solutions for Figural Matrices: Developmental Differences in Strategies and Effects of Matrix Characteristics.
SPONS. AGENCY- Houston Univ., Tex.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Pl[illegible] Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Age Differences; *Cognitive Processes; Difficulty Level; Elementary Education; *Elementary School Students; *Geometry; *Memory; Perception; *Problem Solving; Reaction Time; Transformations (Mathematics)

IDENTIFIERS- Accuracy

Two experiments investigated children's strategies for solving geometric matrices that were correctly or incorrectly completed and that varied in number of elements and number of transformations. Examining the relationship between working memory and item complexity, the first experiment tested 90 boys and girls of 7, 10, and 13 years of age for auditory and visual memory and for performance on Raven's and geometric matrices. Results revealed that 7-year-old subjects were less accurate than either 10- or 13-year-olds; 10-year-olds were slower than 13-year-olds. Developmental differences in strategies included the finding that older children increased latency to solution with increased item complexity, while the youngest group did so only for up to three "feature" matrices. The second experiment, conducted with 30 children, 10 years of age, focused on such matrix characteristics as kind of transformation and nature of falseness. Two questions were raised: Does strategy use differ across addition, expansion, and circular motion transformations? and, Will strategy use vary depending on where the falseness lies in the matrix? Strategic solution seemed to be perceptually driven in addition processes and in circular motion transformations. It was suggested that consideration of what cues are relevant to problem solution appears to be triggered in large part by conceptual/perceptual characteristics of these matrices. Results were considered in terms of the interaction of individual abilities with quantitative and qualitative characteristics of matrix problems. (Author/RH)

ED 233 839 RC 014 268

McBeath, Gerald A.; And Others
Principals in Rural Alaska: A Descriptive Profile.
Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.; Alaska Univ., Fairbanks. Inst. of Social and Economic Research.
SPONS. AGENCY- Alaska State Dept. of Education, Juneau.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
GRANT- NIE-G-80-0147
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Administrator Attitudes; Administrator Characteristics; *Administrator Role; Administrators; Board Administrator Relationship; Elementary Secondary Education; Expectation; Experience; Faculty Mobility; Governance; *Principals; Profiles; *Rural Schools; Rural Urban Differences; School Activities; School Community Relationship; School Maintenance; Teacher Supervision
IDENTIFIERS- *Alaska

To gather information about local Alaskan schooling, researchers surveyed 327 rural school site administrators to determine their backgrounds, school activities, expectations of student performance, perceptions of school-community relations, and perceptions of the roles of actors in school governance. Results of the questionnaire indicated that rural principals in Alaska are likely to be middle-aged Caucasian males with at least 5 years of teaching experience and 3 years experience as a principal. Overall, rural principals spend significant amounts of time on classroom instruction and also on general administration, building maintenance, and support staff supervision. For principals in larger rural schools, administration, supervision, and maintenance are the main activities. Although principals' opinions of their students' abilities and of the conditions for learning and achievement in their schools are high, half are dissatisfied with student performance and most feel that their students will not progress beyond high school. The involvement of principals in community activities is extensive and usually related to education. Principals also participate in all areas of school governance and are the most influential in six of the eight areas surveyed; further, they perceive themselves as being the most important figure in overall school governance. (SB)

ED 233 926 SO 014 791

Teaching about Global Issues. ERIC Fact Sheet No. 4.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
PUB DATE- Sep 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Curriculum Development; Educational Objectives; Elementary Secondary Education; Ethnocentrism; Futures (of Society); *Global Approach; *International Relations; Organizations (Groups); Resource Materials; Social Studies; World Problems
IDENTIFIERS- Fact Sheets; *Interdependence; PF Project

The fact sheet discusses the educator's role in helping students develop an appreciation for global issues affecting their lives and an understanding of the interrelationships binding our society to world regions and peoples. The first section makes a distinction between global education and international or cross-cultural studies. Possible topics for teaching units on global studies as well as educational objectives are presented. It is stressed that a schoolwide program is not likely to be successful unless it has the active support of the district and community. Global education is considered to be equally relevant for students of all academic, social, and economic levels. The second section lists 19 regional, national, and international global education oriented organizations which offer free brochures or catalogs. Eight books and articles published between 1977 and 1980 are listed. In addition to bibliographical information and the annotation, ERIC accession numbers are provided for these items. (LH)

ED 233 941 SO 014 937

Giannangelo, Duane M.; And Others

Project to Incorporate Anthropological Concepts of Human Diversity in Secondary School Social Studies Curricula (Project Anthropology). Final Report, 2/1/80 to 1/31/82.

Memphis State Univ., Tenn. Dept. of Curriculum and Instruction.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 31 Jan 82
GRANT- SPI-80-00626
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Anthropology; Civics; Concept Teaching; *Cultural Differences; *Curriculum Development; Economics Education; Ethnicity; Ethnic Relations; Fundamental Concepts; *Human Relations; Interdisciplinary Approach; Program Descriptions; Program Evaluation; Program Implementation; *Racial Relations; Secondary Education; *Social Studies; Sociology; Teacher Developed Materials; United States Government (Course); United States History; Units of Study; World Geography; World History

Learning modules emphasizing the anthropological aspects of human and race relations to supplement social studies textbooks used in grades 7-12 were developed. The final report describes pre-project activities, module development, and project evaluation and accomplishments. Pre-project activities included media publicity, reviewing social studies courses to determine which ones lent themselves to the project goals, and selection of participants. Secondary teachers from the Memphis (Tennessee) public schools attended classes to learn about the anthropological concepts of human diversity and ethnicity, and then, under the leadership of Memphis State University staff, developed instructional modules that utilized a problem solving and valuing approach for use in the schools' social studies courses. Pre- and post-tests indicated an improvement of teachers' knowledge of ethnicity concepts. The modules were critiqued by university staff and outside reviewers; revisions were made based on the feedback. Appendices, which comprise about half the report, include advertising information, a listing and definitions of the anthropological concepts dealt with, an outline of the module concepts for the various social studies subject areas, and a time line of project activities. (RM)

ED 233 607 FL 014 005

Bilingual Education Fact Sheets. Public Education Strategies: Bilingual Education. Nos. 1-14, July-September 1982.

National Foundation for the Improvement of Education, Washington, D.C.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Bilingual Education; *Bilingual Education Programs; Bilingual Students; Bilingual Teachers; Curriculum Development; Elementary Secondary Education; English (Second Language); Hispanic Americans; Immersion Programs; Multicultural Education; *Public Schools; Research Needs
IDENTIFIERS- *Elementary Secondary Education Act Title VII; Fact Sheets; PF Project; Separatism

Fourteen separate bilingual education fact sheets produced during 1982 have been assembled into one document presenting educators with a variety of topics on bilingual education in public education. The first fact sheet advocates bilingual instruction, despite the popular argument that other immigrants of the past did not need bilingual education instruction. A second fact sheet defines bilingual education and its importance to Hispanics. Fact sheet 3 differentiates between the learning abilities of adults and children with respect to high intensity language training (HILT) programs. Two fact sheets express concerns that using the home language in school might discourage learning English and possibly foster separatism in the schools. A discussion of the need for a curriculum that is culturally sensitive is followed by five fact sheets devoted to Title VII of the Elementary and Secondary Education Act of 1965 (Bilingual Education Act). Particular attention is given to student eligibility for Title VII programs, the use of Title VII funds, and sources of funding for bilingual education programs. One fact sheet presents statistics on the amount of time allotted to non-English usage in schools and the number of bilingual education teachers in public schools. Attempts to dispel the myth that bilingual programs do not teach English, but rather spend all instruction time in the child's native language are also addressed. The final fact sheet addresses the need for scientific research to provide insight into the values, attitudes, and public policy concerning bilingual education. (LH)

ED 233 650 HE 016 460

Fram, Eugene H.

A Study of Management Concerns in Human Services Organizations: Their Implications for Educational Programs.

Rochester Inst. of Tech., N.Y.

PUB DATE- Jul 78

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- *Administrators; College Programs; *Curriculum Development; Graduate Study; Higher Education; *Human Services; *Institutional Administration; Marketing; *Needs Assessment; *Professional Continuing Education; Questionnaires; Student Recruitment

IDENTIFIERS- *Rochester Institute of Technology NY

Opportunities for Rochester Institute of Technology (RIT) to offer new academic offerings for human services managers were assessed. A questionnaire was completed by 174 top-level human services executives located in six upstate New York cities. Additional data were obtained from 12 group interviews that were held with 66 management and line personnel from human services organizations. Findings include the following: a beginning enrollment of 100-180 part-time students could be expected if RIT were to develop a graduate program relating to the management of human services organizations; there is a perceived need to upgrade the knowledge and skills of current and potential managers; direct service personnel need to appreciate management problems and alternatives; there is also a need for short courses for current managers; a curriculum is needed that has more depth in management and leadership areas; more internships and field experiences would be valuable; the preferred times for courses are weekdays, late afternoons, or evenings; and time and financial concerns are major constraints for electing to undertake an academic program. A questionnaire, study findings, and information on case situations, which respondents rated, are appended. (SW)

Aguilar, William
The Influence of a Book Display on Circulation in a Two-Year College Library.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Books; *College Libraries; *Exhibits; *Library Circulation; *Library Extension; Surveys; Two Year Colleges; Undergraduate Students
IDENTIFIERS- Library Users; *Parkland College IL

A study was conducted during fall semester 1981 and spring semester 1982 at Parkland College, a 2-year community college in Champaign, Illinois, to determine the influence of a book display on circulation in an academic library. The study was based on previous experiments conducted by Herbert Goldhor in public libraries. A group of 100 books was randomly selected from the existing library collection and 50 books were prominently displayed during each of the two experimental periods. Circulation records were kept for the 100 books before, during, and after the experimental periods. Telephone and mail questionnaires were also administered to 47 borrowers to determine why they borrowed the books selected for the study. Results indicated that books prominently displayed in academic libraries will circulate at a significantly higher rate than books kept in their regular shelf positions regardless of their number of previous circulations, year of publication, number of pages or illustrations, physical condition, presence or absence of book jackets, type of binding, or their frequency of listing in various selection tools. Questionnaire results also showed that books on display were borrowed for that reason, while books in the stacks were borrowed because of class assignments. (ESR)

ED 233 752 JC 830 082

Leslie, Judith W.; And Others
Pima County Community College District 5 Year Master Plan, 1983-1988.
Pima County Community Coll. District, AZ.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTIONS- *College Administration; College Instruction; *College Planning; College Programs; Community Colleges; Educational Facilities; Educational Finance; Governance; *Institutional Characteristics; *Long Range Planning; Multicampus Districts; Organizational Objectives; Student Personnel Services; Two Year Colleges

Pima Community College's (PCC's) master plan for 1983-88 was designed to provide the flexible planning framework necessary for the college to respond to changes in its internal and external environment. Chapter 1 describes the context of planning at PCC, including background information on the planning process; PCC's philosophy, mission, goals, and history; predictions concerning the college's future; and guidelines for implementing the master plan. Each of the subsequent chapters deals with a specific aspect of the college, providing background information, describing the current status, suggesting future directions, and offering recommendations. Chapter 2 deals with instructional services in terms of enrollment trends; occupational and developmental education; community services; bilingual/international education; instructional methodologies; special, media, and library services; and PCC's honors program. In addition, student services such as counseling, outreach, recruitment, admissions, financial aid, career placement, and minority affairs are examined. Chapter 3 focuses on PCC's administrative services and offices, including the Board of Governors, Office of the President, Office of Personnel/Human Resources; and the Office of Planning and Development. After chapter 4 details PCC's governance and administration, chapter 5 offers projections for facilities. Finally, chapter 6 looks at college finances. Summaries, supplementary materials, and data corresponding to each chapter are appended. (LL)

ED 233 766 JC 830 408

State Plan and Annual Report: Tenth Annual Community College Plan.
Maryland State Board for Community Colleges, Annapolis.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTIONS Annual Reports; College Instruction; College Programs; *Community Colleges; Continuing Education; Educational Facilities; *Educational Finance; Educational Objectives; *Educational Trends; *Enrollment Trends; Governance; State Colleges; State Surveys; *Statewide Planning; Student Personnel Services; Two Year Colleges; Two Year College Students
IDENTIFIERS *Maryland; *State Issues

Designed as a source of current information and as a guide to future activities in Maryland's community colleges, this report provides a systemwide overview of trends, goals, and needs, and quantitative data for each community college. Chapter I explains the format, purposes, and uses of the report and outlines policy areas that will require resolution in the coming year. Chapter II highlights the mission of Maryland's community colleges, presents a history of community colleges nationally and in the state, discusses the Maryland system's governance structure, and considers state and local coordination. Chapter III examines general conditions, trends, and projections in the areas of enrollment, instructional and support programs, faculty, finance, and facilities. Chapter IV reviews the goals and objectives of the Maryland State Board for Community Colleges and of the colleges themselves and discusses implementation strategies and programs toward meeting the goals identified in previous years. The current strengths of Maryland's community colleges are highlighted in chapter V, along with emerging policy areas requiring study (e.g., critical manpower training and retraining areas, linkages with state manpower training entities, and new instructional formats). Chapter VI provides an overview of the present status and future growth of the 17 individual community colleges in the state. Appendices include definitions, enrollment and financial data, and information on the state's management information systems. (AB)

ED 233 855 RC 014 285

Silva, Santiago
College Assistance Migrant Program, Performance Report, 1981-82.
Pan American Univ., Edinburg, Tex.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 30 Nov 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; *College Freshmen; College Role; College Students; Counseling Objectives; *Counseling Services; Educational Objectives; Grade Point Average; Higher Education; Migrant Education; *Migrant Programs; Migrant Youth; Program Effectiveness; Program Evaluation; Self Concept; Staff Development; Student Financial Aid; *Student Recruitment; Study Skills; *Tutorial Programs
IDENTIFIERS- *College Assistance Migrant Program; *Pan American University TX

The College Assistance Migrant Program (CAMP) at Pan American University (PAU) in Edinburg, Texas, which recruits migrant students into higher education and provides quality support services (tutoring, counseling, follow-up, and financial assistance), served 202 freshmen during the 1981-82 academic year. The CAMP recruitment effort visited 34 high schools and recruited 307 applicants, from whom the freshmen were selected. Each CAMP student received $309 per semester and was eligible for other university financial aid. Although the year was difficult because the recession and increased unemployment among heads of households forced many CAMP students to seek part- and full-time employment, overall grade point average of CAMP freshmen was higher than that of all PAU freshman. Seventeen tutors conducted 140 sessions weekly for 93.1% of CAMP students; a study skills course was offered. Tutors received 25 hours of on-going staff development training. PAU faculty and staff continued to cooperate fully with CAMP. Individual and group counseling helped 93.4% of CAMP students with personal growth, self-awareness, values clarification, cultural awareness, and decision-making; a Self-Awareness Marathon was held. The report includes charts of CAMP students' academic performance during the year and CAMPS' goals/achievements for 1981-82, plus the Self-Awareness Marathon program. (MH)

ED 233 868 RC 014 306

Lehman, Sheila
Native American Education Program, 1981-82: O.E.E. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Access to Education; *American Indian Education; Bilingual Instructional Materials; Community Services; Cultural Activities; *Cultural Education; *Curriculum Development; Educational Objectives; Elementary Secondary Education; Field Trips; Minicourses; Needs Assessment; Parent Participation; Program Content; *Program Evaluation; Questionnaires; Resource Centers; Staff Development; Staff Role; Tribes; *Urban American Indians
IDENTIFIERS- Delaware (Tribe); Mohawk (Tribe); New York (New York); Ramapo (Tribe); Shinnecock (Tribe); *Support Services Program

During 1981-82, the Native American Education Program, based in a lower working class neighborhood in Manhattan, served 360 Native American children (K-12) scattered throughout New York City. Goals of visiting and interviewing 50% of the target population of 500 Native American students in the city were substantially realized. Materials and curriculum development continued, with progress made on Shinnecock, Mohawk and Cherokee curricula. Instruction in Native history and culture was given in five mini-courses in different boroughs, Information on educational opportunities was provided at the central site and through home visits and a workshop. Special activities, with student and parent participation, included trips to the Shinnecock and Ward/Pound Ridge Delaware Reservations, the Black Bear trading post and museum, an American Indian spiritual musical play, and a New Jersey program for Ramapo Indian children. Staff members attended workshops and conferences to upgrade their knowledge of Native history and culture and to develop professional/administrative skills. Parents showed active and continuing committment to the program through support for program activities, input into decision making, and participation in trips, cultural activities and workshops. Recommendations include better publicity, prioritizing needs, and finding a more accessible central site. (MH)

ED 233 896 SE 042 805

Physics: A Career for You?

American Inst. of Physics, New York, N.Y.

PUB DATE- 77
AVAILABLE FROM- American Institute of Physics, 335 East 45th Street, New York, NY 10017 (single copies free; multiple copies $0.75 each, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- *Career Awareness; College Programs; *Employment Opportunities; Graduate Study; *Physics; Resource Materials; *Science Careers; Science Education; Secondary Education; *Secondary School Science

Information is provided for students who may be interested in pursuing a career in physics. This information includes the type of work done and areas studied by physicists in the following areas: nuclear physics, solid-state physics, elementary-particle physics, atomic/molecular/electron physics, fluid/plasma physics, space/planetary physics, acoustical physics, biophysics, astrophysics, and "other" physics areas (such as physics education, physics history/philosophy, or statistical physics). Other information focuses on types of positions available with master's/doctoral degrees, and graduate programs. Additional information is also provided in the form of answers to questions commonly asked by students. These include: (1) Why would I want to study physics? (2) Can I help society by being a physicist? (3) Can women be physicists? (4) Can I study physics and then decide to go into another field? (6) What are the employment prospects in physics? (7) What would I earn as a physicist? and (8) How can I get together with a physicist to find out more about physics as a career? A list of books about physics/physicists and the source for a list of schools offering physics/astronomy programs are provided as answers to two additional questions. (JM)

ED 233 912 SE 043 149

Educating Americans for the 21st Century: A Plan of Action for Improving Mathematics, Science and Technology Education for All

American Elementary and Secondary Students So That Their Achievement Is the Best in the World by 1995. Source Materials.

National Science Foundation, Washington, DC. National Science Board Commission on Precollege Education in Mathematics, Science and Technology.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Computer Literacy; *Curriculum Development; Educational Research; Educational Technology; Elementary Secondary Education; Females; Learning; Magnet Schools; Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; Minority Groups; *Program Descriptions; *School Business Relationship; Science Curriculum; *Science Education; Science Instruction; Science Programs; Teacher Education; *Technology
IDENTIFIERS- *Computer Uses in Education

This volume is composed of 11 source documents which report activities sponsored by the National Science Board Commission on Precollege Education in Mathematics, Science and Technology, deliberations of a subgroup of the National Science Foundation Engineering Advisory Committee, and a paper prepared for the Pfizer Corporation. The first four presentations address the teaching/learning of mathematics, science, and technology in grades K-12. Issues of appropriate content and process are discussed. Suggestions for changing some of the content of traditional elementary and secondary education are presented and arguments for the need for all students to study mathematics, science, and technology every year during their elementary/secondary education are made. Section five reports on the uses of technology as a tool in education rather than learning about technology. The last five sections report on: research and cognition and behavior relevent to education in mathematics, science, and technology; results of a 50-state survey of initiatives in science, mathematics, and computer education; magnet schools; an assessment of programs that facilitate increased access and achievement of females and minorities in K-12 mathematics and science education; a case study of Lyons Township (LaGrange, Illinois) high school computer literacy program; and business' role in precollegiate education. (JN)

ED 233 956 SO 014 970

Highsmith, Robert J.; And Others
Analyzing Growth Policies of Developing Countries: A Resource Guide. Economics-Political Science Series.
Joint Council on Economic Education, New York, N.Y.
SPONS. AGENCY- EXXON Corp., New York, N.Y.; J.M. Foundation, New York, N.Y.; Lilly Endowment, Inc., Indianapolis, Ind.
REPORT NO.- JCEE-327
PUB DATE- 83
AVAILABLE FROM- Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Developed Nations; *Developing Nations; *Economic Development; *Economics Education; Food; *Interdisciplinary Approach; Learning Activities; Political Issues; *Political Science; *Population Growth; Resource Materials; Secondary Education; Social Change

Background material for teachers and learning activities for secondary students dealing with the growth policies of developing countries are included in this guide, one in a series intended to help students learn to view society and its problems from both economic and political perspectives. Following the guide's introduction, which provides a general explanation of the conceptual framework used throughout the series for analysis of public issues, there are two major sections. The first section, "Topic Overview," presents teachers with background information on economic and political issues that confront developing countries. The second section offers six self-contained learning activities. Students learn to distinguish between developed and developing nations, use statistical indicators to measure economic development, analyze scenarios and make economic decisions that affect their lives, describe changes that countries must undergo to increase food production, and analyze and discuss factors affecting population growth. All student handouts are included. (RM)

Cross, K. Patricia, Ed.
Underprepared Learners.
American Association for Higher Education, Washington, D.C.
PUB DATE- 83
AVAILABLE FROM- American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Academic Advising; Access to Education; College Administration; *College Preparation; College Role; Community Colleges; *Compensatory Education; *Developmental Studies Programs; *Educational Change; Educationally Disadvantaged; Educational Quality; Higher Education; *High Risk Students; Open Enrollment; *Remedial Instruction; State Universities; Student Needs
IDENTIFIERS- *Miami Dade Community College FL

Issues pertaining to underprepared students in colleges are addressed in five papers and an annotated bibliography. In "Can Higher Education Be Equal and Excellent Too?" K. Patricia Cross claims that colleges can provide equal access and quality if major changes are made concerning such outmoded practices as faculty-load formulas and credit-hour fundings. Darrel A. Clowes, in "More Than a Definitional Problem," distinguishes between remedial, compensatory, and developmental education. "Quality and the Open-Door Community College," by Robert H. McCabe, considers the need for full college reform and the importance of accommodating individual differences, integrating communications technology, and providing variable-time programs. In "The Miami-Dade Breakthrough," Cross describes an example of curriculum reform, management changes supporting instructional innovation, and faculty role changes. In "Underprepared Students at Public Research Universities," Martin A. Trow suggests that public higher education needs to play a larger role in the preparation of students for college-level work. He discusses the crisis of secondary education and whether college credit should be awarded for basic skills courses. Finally, 30 abstracts of publications are presented in "Underprepared Learners: An ERIC Bibliography." (SW)

ED 233 679 IR 010 768

Hirsch, Kenneth William; Kimbrough, Kenneth Leslie
Attributes of Communication between Clients and Staff of High Capacity Computer Data Processing Centers.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Communication Problems; *Communication Research; *Data Processing; Human Relations; Information Needs; *Interpersonal Communication; Interviews; Man Machine Systems; *Online Systems; Organizational Communication; *Reference Services; Relevance (Information Retrieval); User Satisfaction (Information)
IDENTIFIERS- *Intermediaries; *User Needs

A study was conducted in September 1981 of factors which influence the process of communication between clients and staff at six high-capacity computer facilities in the Sacramento, California, metropolitan area. These included two large government organizations, a medium-sized corporation, two bibliographic database settings, and a computer service bureau. Open-ended personal interviews were conducted with 35 clients and staff (including data processing managers, programmers, systems analysts, online bibliographic searchers, and others acting as intermediaries between clients and computer systems); and observations were made or four staff-client interactions at each facility. Based on prior research in the fields of communication, librarianship, and computer science, three classes of variables (covering organizational, interpersonal, and output relevance factors) were examined to determine: (1) how organizations define the information needs of their computer clients; (2) the characteristics of communication among participants engaged in the process of defining computer clients' information needs; and (3) the indicators used by clients and intermediaries to evaluate the quality of output received. Four additional variables found to have an impact on data processing and online bibliographic searching outcomes include source of payment for computer output, system documentation quality, intermediary personnel turnover, and the status accorded intermediaries by clients. A 41-item bibliography accompanies the description of the

study. (ESR)

ED 233 970 SP 022 508

Idea Place: Early Grades. Columns Compiled from Seven Issues of Learning Magazine, September to November 1982 and January to April-May 1983.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)

DESCRIPTIONS- *Art Activities; Cooking Instruction; Early Childhood Education; Educational Games; *Elementary School Mathematics; Language Arts; *Learning Activities; Puzzles; *Reading Skills; *Science Activities; *Social Studies; Teaching Methods

IDENTIFIERS- PF Project

The "Idea Place," a regular feature carried by the magazine "Learning," provides an assortment of practical teaching techniques selected from commercially available materials and from ideas submitted by readers. Games, puzzles, and other activities are given for the areas of language arts, reading, mathematics, science, social studies, cooking, and arts and crafts. Topics treated by this compilation are: (1) seeds; (2) world geography; (3) spool knitting; (4) story time; (5) puppets; (6) sand; and (7) cooking. (JH)

ED 233 576 FL 013 876

Erbaugh, Mary
Why Chinese Children's Acquisition of Mandarin Predicates Should Be "Just Like English."
Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Jul 83
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Child Language; Grammar; *Language Acquisition; *Mandarin Chinese; Sentence Structure; Young Children

Although Mandarin is a discourse topic oriented language rather than a subject and sentence oriented one, Chinese children acquiring Mandarin attempt in their early speech to exactly mark the same referential grammatical relationships as subject, object, location, and instrument by using case or ergative markers. Only after marking a closed set of possible sentential relations with a fixed word order do they move on to control the highly variable open set of context sensitive topic chains which are so crucial to their language. Despite the striking formal differences between Mandarin and other languages, the Chinese children's acquisition strategies are similar to those of children acquiring other languages. Based on a statistical analysis of 135,000 coded, contextualized child Mandarin utterances, five stages for the acquisition of predicates in Mandarin are defined which are believed to exist cross-linguistically. These stages are: single actions; binary actions; enhanced transitivity actions, states, and causes; full predicate systems; and full discourse. It is concluded that the young child's preference for a highly transitive, agentive prototype is adaptive. (RW)

ED 233 592 FL 013 898

English Language Teaching Profile: Norway.

British Council, London (England). English Language and Literature Div.

PUB DATE- May 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Educational Policy; *English (Second Language); Foreign Countries; Language Role; Language Teachers; *Second Language Instruction
IDENTIFIERS- *Norway

The role of English and English instruction in Norway is reviewed. English is important in many of Norway's industries and most Norwegians speak or understand some English. Within the education system, English instruction is introduced around the age of 11. The role of English instruction within the education system, English examinations, English at the postsecondary level, teacher training, instructional materials, adult education, and the British and

American roles in English instruction are examined. In conclusion, rapid and sweeping changes in the Norwegian educational system are having unpredictable effects on English education. (RW)

ED 233 665 HE 016 545

Green, Diana M., Ed.
Doing Institutional Research: A Focus on Professional Development. Papers from the Annual Meeting of the North East Association for Institutional Research (9th, Durham, New Hampshire, October 17-19, 1982).
North East Association for Institutional Research.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Persistence; Career Choice; *College Faculty; *College Students; Computer Oriented Programs; Databases; Department Heads; Educational Finance; *Educational Planning; Enrollment Projections; Higher Education; *Institutional Research; Microcomputers; *Outcomes of Education; *Professional Development; Reputation; Researchers; Surveys; Tenure

Institutional research that focuses on professional development is addressed in 35 papers from the 1982 meeting of the North East Association for Institutional Research. Titles and authors include the following: "Modeling College Student Adjustment and Retention for the Individual Institution" (Norman D. Aitken); "The Development Saga of an Institutional Research Database at a State College" (Edward L. Delaney); "Projecting Enrollments at Small Colleges (The Role of the Institutional Researcher)" (Randall Draper); "A Model of University Tenure Decision-Making: Some Additional Results" (Winship C. Fuller, Susan A. Goodwin); "Microcomputers in Institutional Research" (Leah R. Hutten); "Strategic Planning: Working with Department Chairs" (Antoinette Iadarola); "The Design and Implementation of an Evening Student Survey: Methodological Issues and Practical Considerations" (Linda Lyons); "Developing a Composite of Institutional Reputation and Assessing Its Impact upon Selected Student Behaviors" (John P. Mandryk); "Improving Faculty Use of Student Outcomes Information" (Sidney S. Micek); "Sexual Inequity in Career Choice: How Can Colleges Help?" (Jean V. Morlock); and "Comparative Fiscal Analysis in Higher Education" (David L. Pumpf). (SW)

ED 233 694 IR 010 784

Currey, Mary Nell; Hancock, Vickie

A Learning Center Can Happen to You.

Clinton Municipal Separate School District, MS.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Educational Television; Grade 1; Grade 2; *Learning Resources Centers; Library Circulation; Library Collections; *Library Extension; *Library Services; Library Skills; Parent Teacher Cooperation; Primary Education; Program Descriptions; *Volunteers
IDENTIFIERS- Library Funding

This booklet describes the development and activities of the Clinton Park Elementary School Media Center, a first and second grade learning center located in Clinton, Mississippi. Following introductory materials on the establishment of the media center in September 1975 and federal funding of media center projects from 1975 to 1978, information is presentcd on: (1) media center circulation activities; (2) special weekly activities; (3) instructional television viewing in the media center; (4) "Wednesday at the Media Center," a program which introduces children to the talents of persons living in the local community; (5) the Reading Resource Handbook project, which coordinated the reading programs taught at Clinton Park with the material in the media center; (6) the development of "interest centers" and skills games to instruct children in media skills; and (7) the use of volunteers to assist in media center activities. Examples of activity units and exercises, activity lists for the 1976/77 and 1977/78 school years, sample media center advertisements, photographs of media center activities, and other sample media center materials are provided throughout the booklet. A list of Clinton Park Elementary School staff and a seven-item bibliography are also given. (ESR)

ED 233 708 IR 010 799

Schimmel, Barry J.
A Meta-Analysis of Feedback to Learners in Computerized and Programmed Instruction.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- College Students; Computer Assisted Instruction; Content Analysis; *Feedback; Higher Education; High Schools; High School Students; *Programed Instructional Materials; *Prose; *Recall (Psychology); Research Methodology; *Research Problems
IDENTIFIERS- *Meta Analysis

A meta-analysis was conducted of simple confirmation feedback, which informs the learner whether a response was correct or incorrect, and feedback which provides the correct answer. Following initial selection of 72 studies of computerized and printed instruction, 15 studies were identified which met the selection criteria of involving: (1) adults (either high school or university students) learning meaningful verbal material; (2) questioning about the material and immediate feedback following responses; (3) measurement of responses to all criterion test items; (4) an immediate post-test; and (5) a no-feedback control group. Results indicate that correct response or confirmation feedback is more effective than no feedback. One possible explanation for the inconsistency in feedback findings of previous research is that various characteristics of the instructional content itself (particularly prose variations such as concreteness, vividness, and vocabulary range), independent of feedback, may influence recall to an extent that overshadows any effects of feedback. An appendix presents tables showing studies used in computing effect size of both feedback types. (Author/LMM)

ED 233 738 IR 050 391

Annual Report, 1982.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Libraries; Annual Reports; *Information Dissemination; Information Processing; Inservice Education; Library Acquisition; Library Administration; *Library Associations; Library Collections; Library Services; *Management Development; Organizational Effectiveness; Program Implementation; *Research Libraries; Self Evaluation (Groups); Staff Development
IDENTIFIERS- *Association of Research Libraries

This report describes 1982 Office of Management Studies (OMS) programs and services, including: (1) the Academic Library Program (ALP); (2) the Information Exchange and Publications Program, which includes the Systems and Procedures Exchange Center (SPEC); (3) the Organizational Training and Staff Development Program; and (4) applied research and development services for member libraries of the Association of Research Libraries (ARL). Also described are OMS objectives and directions over the past 12 years and highlights of its 1982 activities in the areas of public services, collection analysis, consultant training, preservation planning, management training, financial management, and collection development. Lists of institutes and workshops conducted by OMS during 1982 are provided, as are an assessment of OMS performance based on a survey of ARL directors, and a discussion of OMS priorities for 1983. Appendices include a bibliography of OMS publications in 1982, a brief financial report, a directory of OMS advisory committees, a list of OMS consultant trainees and their project assignments as of the end of 1982, and a personnel listing of the OMS staff. (ESR)

King, Maxwell; Fersh, Seymour
International Education and the U.S. Community College: From Optional to Integral. Junior College Resource Review, Spring 1983.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Community Colleges; *Consortia; *Foreign Students; *Global Approach; *International Education; International Educational Exchange; *Multicultural Education; Two Year Colleges; Two Year College Students

Citing recent literature and programs, this resource review considers the factors contributing to the increased emphasis on international education in the community colleges, highlights some of the programs and cooperative efforts advancing international education, and provides a list of the resources and organizations available to help community colleges implement international education. After stressing the importance of international education for the well-being of the world community, the review provides information on the growth of foreign student enrollments in two-year colleges, the increasing importance of foreign tourists and trade to the U.S. economy, and the implications of technical assistance and educational exchange programs for community colleges. Following statements from the leadership of the American Association of Community and Junior Colleges (AACJC) concerning international education, a number of national and regional consortia devoted to international education are discussed. Next, selected publications examining the status and development of international education are cited, and the information resources of the AACJC and the ERIC Clearinghouse for Junior Colleges are recommended. Concluding comments urge community colleges to provide leadership in international education. A bibliography, lists of the addresses of 10 international education consortia and of other organizations and agencies providing assistance and information, and an annotated resources list are included. (AYC)

ED 233 810 PS 013 811

Beeson, Betty Spillers; Williams, R. Ann
The Effects of Gender and Age on Preschool Children's Choice of the Computer as a Child-Selected Activity.
Ball State Univ., Muncie, Ind.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Age Differences; *Childhood Interests; *Computers; *Preschool Children; Preschool Education; *Sex Differences; *Sex Stereotypes
IDENTIFIERS- Computer Users

To investigate sex-stereotyping associated with computer use, a study was made of effects of gender and age on preschool children's involvement with computers during a school period allowing children to choose from among five alternative activities. A group of 16 boys and 16 girls was divided by age, with the resulting categories consisting of 17 children under and 15 children over 5 years of age. Data were collected by observing classroom activities in 30-minute periods, 3 days per week, for 5 consecutive weeks. Observers recorded each instance that a subject chose the computer activity. Results of a univariate analysis of variance for gender, age, and the interaction between these two factors revealed a statistically significant difference between males and females in the choice of the computer activity only for children under 5 years of age. It was concluded that the findings lend support for the practice of providing experiences with computers for preschool children. Implications of the findings for sex-stereotyping were briefly noted. (RH)

ED 233 625 PS 013 837

Nagata, Donna Kiyo

Exploring the Convergent and Discriminant Validity of Children's Ethnic Attitude Measures: The Relationships between Ethnic Attitude and Egocentrism Measures.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Egocentrism; Elementary Education; Elementary School Students; *Ethnic Groups; *Measures (Individuals); *Student Attitudes; *Test Validity
IDENTIFIERS- *Convergent Validation; *Discriminant Validity; Doll Choice Task; Katz Zalk Projective Prejudice Test; Perspective Taking Task; Preschool Racial Attitude Measure II; Role Taking Task

Little information has been generated regarding the convergent and discriminant validity of measures used to investigate children's ethnic attitudes. The present study explores these aspects of validity by examining the relationships among three measures of ethnic attitude and between these measures and two measures of egocentrism. Attitude measures investigated were the Doll Choice, the Preschool Racial Attitude Measure II, and the Katz-Zalk Projective Prejudice Test; measures of egocentricism used were the Role-Taking Task and the Perspective-Taking Task. Participating in the study were 105 white second, third, and fourth graders, whose ages ranged from approximately 7 to 11 years. Results indicated that, of the three ethnic attitude measures, only the Preschool Racial Attitude Measure II revealed a pattern of correlations suggestive of both convergent and discriminant validity. The findings are interpreted as indicating the possibility that various ethnic attitude measures may be tapping different aspects of the same construct. In addition, the possibility is raised that the Doll Choice, and perhaps other ethnic attitude measures, may reflect aspects of ethnic attitude that are related to a child's more general cognitive role-taking skills. (RH)

ED 233 840 RC 014 269

McBeath, Gerald A.; And Others
Achievement and School Effectiveness: Three Case Studies. A Report to the Alaska Department of Education.
Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.
SPONS. AGENCY- Alaska State Dept. of Education, Juneau.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *Alaska Natives; *American Indian Education; American Indians; Bilingual Education; Community Attitudes; Community Involvement; Elementary Secondary Education; Eskimos; Mastery Learning; Mathematics Achievement; Multicultural Education; Parent Attitudes; Reading Achievement; *Rural Schools; *School Community Relationship; Small Schools; Student Attitudes; *Student School Relationship; Teacher Aides; Tribes
IDENTIFIERS- Alaska; Athaspascan (Tribe); Tsimshian (Tribe); Yupik Eskimo

Case studies of high student achievement levels and school effectiveness from three rural Alaska Native schools, all offering some bilingual or bicultural classes, examine curriculum and school instructional practices, school social systems, student outcomes, aspects of school governance, and school-community relations. Chaputnguak High School, in the Yupik Eskimo village of Chefornak, enrolls 29 students in individualized, self-paced mastery programs and has the region's highest graduation requirements; school-community relations are excellent, students have positive attitudes and a sense of "ownership," and one-third to one-half of seniors enter college. Metlakatla elementary/secondary school, in a Tsimshian Indian village, has a history of local control and emphasizes teaching basics; student academic achievement, measured on standardized tests, is very good compared to other rural small schools in Alaska, but some questions exist about school effectiveness in meeting community needs. The 22 students (K-8) who attend Tanacross school are largely Athabaskan Indians; the school exists because parents felt their children were not well served by being bused to school in another community, and took legal action to have their own school, which opened in 1980; school staff is exceptional, parents are satisfied, and student attitudes and test scores are excellent. (MH)

ED 233 883 SE 042 790

Smith, Edward L.; Anderson, Charles W.
Plants as Producers: A Case Study of Elementary Science Teaching. Research Series No. 127.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- Mar 83
CONTRACT- 400-81-0014
GRANT- SED-8020022
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; Biological Sciences; Case Studies; *Concept Formation; Concept Teaching; *Elementary School Science; *Grade 5; Intermediate Grades; Material Development; Photosynthesis; Plant Growth; Science Course Improvement Projects; Science Education; *Science Instruction; Teacher Education; *Teaching Guides
IDENTIFIERS- *Misconceptions; National Science Foundation; Science

Education Research

This study is part of a larger study of teachers' use of curriculum materials in planning and teaching fifth-grade science. The study focused on one of nine teachers observed teaching "Communities," an activity-based unit from the SCIIS science program (a revision of the original Science Curriculum Improvement Study). "Communities" is designed to introduce students to groups of organisms interacting in biological communities: producers, consumers, and decomposers. Observations of instruction and measurement of learning were completed during teaching of units on producers (plant growth and photosynthesis). Although the teacher became aware that students held certain misconceptions about plant growth, she was unsuccessful in helping them replace their misconceptions with the scientific conceptions she wanted them to learn. The analysis revealed several factors contributing to this disappointing result. Teachers and curriculum developers held different views about learning and the nature of science. In addition, several problems surfaced about the content and organization of the teacher's guide. Implications for and suggestions related to elementary science instruction, development of teaching guides, and teacher education are considered and a list of important teacher education outcomes that should be addressed, such as knowledge of common misconceptions and specific strategies for changing them, is included. (JN)

ED 233 927 SO 014 792

McCormick, Regina
Using Data Bases in Social Studies. ERIC Fact Sheet No. 5.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Annotated Bibliographies; Book Reviews; Catalogs; Computers; *Databases; Directories; Educational Technology; Encyclopedias; Government Publications; Indexes; *Information Retrieval; Information Seeking; Research Tools; *Search Strategies; *Social Sciences
IDENTIFIERS- Fact Sheets; PF Project

Over 20 data bases available to social science educators are listed and described in this fact sheet. The data bases provide a wide variety of topics including American and world history, statistics, economics, philosophy, and social and political science. Educationally oriented data bases provide information on such topics as educational media, exceptional children, and special education. Indexes of congressional records, listings of foundation grants, and indexes of journals, newspapers, book reviews, and dissertations are accessible through a variety of specialized data bases. Also available are data bases containing: "The Encyclopedia of Associations," the machine readable equivalent of the printed "Monthly Catalog of U.S. Government Publications," the "Foundation Directory," and the "U.S. Public School Directory." Descriptions, dates of coverage, and addresses for each data base are provided. (LH)

ED 233 622 HE 015 967

Alawiye, Osman; Westbrook, George L.
NMSU Foreign Student Perceptions: A Transactional Evaluation.
PUB DATE- 28 Jun 82
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Acculturation; Course Evaluation; *Foreign Students; Higher Education; Institutional Research; Peer Relationship; Questionnaires; Social Behavior; Social Sciences; State Universities; *Student Attitudes; Student College Relationship; Student Needs; Textbooks
IDENTIFIERS- *New Mexico State University

A transactional evaluation of how foreign students at New Mexico State University feel about the quality of their education, and their relationship with the faculty and peers, was undertaken. The survey questions focused on faculty and staff, peer relations, textbook quality, and coursework relevancy toward academic achievement. Foreign students' views include the following: after an overt, initial effort by the foreign student, most American students are receptive and friendly; American students are uneducated about other countries; the quality of textbooks is good; and courses are useful. Study recommendations include the following: planned social activities are needed to introduce faculty and staff to foreign students; and elementary and secondary school social studies programs should be evaluated to determine whether they adequately cover other countries. A questionnaire and responses to each item are appended. (SW)

ED 233 724 IR 050 362

Berry, Irma
Library Systems in Selected States: A Description.
Texas State Library, Austin.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Interlibrary Loans; Library Administration; *Library Networks; Library Services; Library Surveys; Shared Services; State Libraries; *State Programs
IDENTIFIERS- Library Funding; Membership Requirements; *Multitype Library Networks

Based on information collected from a survey of selected state library agencies, this booklet describes the governance, funding, membership criteria, and services of library systems in Illinois, New York, California, Minnesota, Wisconsin, Colorado, and Connecticut. An overview of the development of multitype library systems and definitions of related terms are provided. It is reported that: (1) there is a great diversity in the structure and operation of library systems; (2) four of the seven states surveyed operate multitype regional library systems; (3) five of the seven fund their systems fully; (4) the most common system membership requirements are equal access to all state residents and sharing of resources; and (5) the most important services provided by all the systems are interlibrary lending and reciprocal borrowing. A list is also provided of the major differences between systems in the states surveyed and the Texas Regional Library Systems. The final section presents information on the provision of interlibrary loan services in four of the states fully surveyed (Illinois, New York, California, and Colorado) and in two additional states which share borders with Texas (New Mexico and Oklahoma). (ESR)

ED 233 794 PS 013 715

Pathak, Yogini; And Others
Children as Agents of Change in a Rural Community. (A Report on the Child-to-Child Project at the Village Sangma of the Vadodara District).
PUB DATE- 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Change Agents; *Community Development; Developing Nations; Elementary Education; *Elementary School Students; Foreign Countries; *Health Conditions; *Hygiene; Poverty Areas; Program Descriptions; Quality of Life; Rural Education; *Rural Population; Siblings
IDENTIFIERS- *India

Fortunate in being located on a highway and in having electricity and a convenient water supply, the village of Sangma, India, is populated mainly by very low-income families struggling for existence. Most adults living in Sangma are away from home at work most of the day; due to the fragmentation of the joint family system, young children are left in the care of older siblings who themselves need parental care. Young children left at home are exposed to health and safety risks resulting from inadequate drainage, the use of open-air latrines, inadequate supervision, and the early acquisition of injurious habits. To counter such conditions, a project was developed that used school children as community change agents to improve health and hygiene practices. The project consisted of four phases: community orientation to the project, training of school children who were minders of younger children, a pilot study of children attending school, and implementation with village children who did not attend school. Sessions with the younger community children included organized play, group folk songs, dramatization, and puppet shows. Observations indicated that the project had positive effects on both the older volunteer school children and the children trained as childminders who did not attend school. (RH)

ED 233 869 RC 014 307

Ballard, Chester C.

The Rich Get Richer and the Poor Get Federal Budget Cutbacks.

PUB DATE- Aug 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Community Characteristics; Community Problems; Community Relations; Community Resources; Community Study; Economically Disadvantaged; *Economic Change; Economic Status; Federal Aid; *Financial Support; Research Methodology; Rural Development; *Rural Environment; *Social Differences; Values
IDENTIFIERS- Community Portrait Analysis; Conservatism; *Impact; Impact Studies; Small Towns; *Virginia

Economic status determined the effects of declining public revenues and a tighter economy on residents of Farmville, Virginia, a small, conservative, rural, Southern community with underdeveloped social services, whose class relations still reflect racial segregation, whose concern for local autonomy is so great that external funding sources are viewed as "outside intervention," and whose adjusted gross income and per capita income fall 25% below state averages. To determine how declining public revenues affected Farmville residents, researchers used a community portrait analysis to interview 51 influential leaders and to observe the various group and class interests within the community. Results confirmed prior findings that federal cutback effects are felt less in rural communities that have failed to secure federal monies in the past. In Farmville, federal cutbacks resulted in the substitution of a narrow survival strategy for a wider outreach function on the part of three social service agencies. Tight economy also created layoffs, resulting in a rich labor pool. Finally, the economy eliminated financial help for the poor as banks and financial institutions restricted loan policies. Consequently, lower-income residents of Farmville felt the effects of a tighter economy more intensely and frequently than did middle- and upper-income residents. (SB)

ED 233 897 SE 042 806

Wong, Sylvia Jean

The Effectiveness of Communication Forms Used by the Soil
Conservation Service and Soil and Water Conservation Districts: A
Dual Perspective.

Ohio State Univ., Columbus. Graduate School.

PUB DATE- 83
LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTIONS- Communication (Thought Transfer); *Conservation Education; Environmental Education; Farmers; *Information Dissemination; *Mass Media; Media Research; *Media Selection; *Organizational Communication; Organizations (Groups); Public Opinion; Questionnaires; Soil Conservation
IDENTIFIERS- Environmental Education Research

This study investigated the effectiveness of communication modes used by the Soil Conservation Service (SCS) and Soil and Water Conservation Districts (SWCD) of Clinton, Highland, and Warren countries in southwest Ohio. The evaluation was based on the recorded perceptions of SCS and SWCD personnel and farmers from each of the study countries. Two major conclusions were drawn from the study. First, SCS and SWCD personnel perceive communication modes involving personal contact to be more effective than communication modes which do not involve personal contact. Second, farmers' perceptions of the effectiveness of personal and non-personal forms of communications were variable, and as a result farmers do not always perceive communication forms involving personal contact to be more effective than communication forms which do not involve personal contact. Seven recommendations that should be reviewed and considered by SCS and SWCDs for implementation as part of each district's ongoing communication/information program are presented. These include: having districts continue to emphasize personal contact, district newsletters, radio and local newspapers to communicate conservation information to farmers; having districts attempt to coordinate their special activities with other districts to provide for mutual interests of farmers in neighboring communities; and having districts continue to use mass media. (The SCS/SWCD questionnaire used is included in an appendix.) (Author/JN)

ED 233 942 SO 014 940

Enos, Richard; Urwin, Charlene
Some Issues and Strategies for the Survival of Undergraduate Social Work Education Programs in the 1980's.
PUB DATE- 18 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Programs; Continuing Education; Cooperative Programs; Extension Education; Higher Education; Professional Education; *Program Improvement; Social Sciences; *Social Work; *Undergraduate Study

IDENTIFIERS- North Texas State University

Issues and strategies to enhance the growth of undergraduate social work education programs are described. The six issues discussed apply to either undergraduate programs that are autonomous social work programs (such as departments of social work) or to programs located in sociology departments, combined with sociology, or combined with other social sciences. The paper recommends that in order to survive, administrators of social education programs need to: (1) legitimize social work as a social science, based on the premise that social work is derived from theoretical and applied research; (2) recognize social work as a profession that operates from both an interdisciplinary base and from its own theoretical and conceptual base in attempting planned social change; (3) offer social work courses to undergraduate majors from other departments as well as to related professional and allied health disciplines to encourage more students to enroll in social work courses; (4) develop a limited number of graduate social work courses to support closely related graduate programs in social science; (5) develop and implement both continuing education and off-campus programs to recruit students from other social service agencies; and (6) establish the autonomy of undergraduate social work programs. These recommendations, which are currently implemented by North Texas State University, offer pragmatic suggestions for improving undergraduate social work education and ensuring its future survival. (LH)

ED 233 971 SP 022 512

Study Surfaces Helpful Hints for Teachers.

CEMREL, Inc., St. Louis, Mo. R&D Interpretation Service.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 79
GRANT- OB-NIE-G-78-0202
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Basic Skills; Educational Research; Elementary Education; *Teacher Effectiveness; Time Factors (Learning); *Time on Task
IDENTIFIERS- Beginning Teacher Evaluation Study; PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT Far West Laboratory researchers involved in the Beginning Teacher Evaluation Study contend that increasing Academic Learning Time promotes basic skills achievement among elementary school children. During the course of the six-year study, researchers identified numerous "helpful hints" for producing increased ALT. Educational R&D Report has pulled some of these from the study's final report. 1. Teachers who allocate more time to a particular content area of the curriculum have students who achieve higher levels than teachers who allocate less time to that content area. The more time teachers spend teaching reading, for example, the greater their students' reading achievement. 2. Teachers who increase the amount of time students actually spend engaged in a learning activity will see the difference reflected in increased achievement. Allocating time for reading, in other words, isn't sufficient. The students also must be actively engaged in learning to read. 3. Teachers should ensure that the students spend over half of their time working on tasks that provide high success. Students who spend more time than the average in high-success activities have higher achievement scores. However, older students (fifth grade and over) and students generally skilled at school learning need a smaller percentage of time at the high success level. Nevertheless, it is seldom, if ever, desirable for students to be given tasks where they experience low success. 4. The BTES evidence suggests teachers who have the ability to diagnose students' skill levels generally have classrooms where students show a higher rate of engagement. 5. Frequent pupil requests for additional instructions or clarification generally are associated with low success rate. That is, frequent need for explanation may be a signal that changes in the instructional program are needed. 6. Frequently reminding students to "get back to work" when they are off task is ineffective. Students are most likely off task because the activities are too difficult. 7. The percentage of instructional time during which students receive academic feedback is positively related to student engagement rate and to achievement. Teachers should increase the use of feedback to students about their work. 8. Direct interaction between a student and a teacher about academic content is associated with increased engaged time and higher achievement. For instance, students who spend more time in small group instruction have higher rates of engagement than students who spend most of their time in independent seatwork and have little interaction with the teacher or others. 9. The use of aides, parent volunteers, cross-age tutors, and peer tutors increases the amount of interactive instruction, thus keeping engagement rates high. 10. Students who work together to reach academic goals and take responsibility for achieving them generally have higher achievement. Cooperation and student responsibilty in non-academic pursuits do not have this effect. 11. Within high achieving classes studied, all had some type of positive reward system; e.g., "bionic handshakes," ice cream, teacher praise, or tokens that could be used to earn a prize. Thus there appears to be value in providing rewards. (Author)

ED 233 989 SP 022 831

Roth, Robert A.
The Reform of Teacher Education: A Review of Current Proposals.
PUB DATE- [illegible] 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Standards; Beginning Teachers; *Educational Change; Higher Education; National Organizations; *Program Development; Program Evaluation; *Program Proposals; Schools of Education; Teacher Associations; *Teacher Education; *Teacher Education Programs; *Teacher Improvement; Teacher Salaries

Proposals for reform in teacher education from major organizations are reviewed, summarized, and compared in this document. Concise analyses are presented [illegible] (1) The Need for Quality (Southern Regional Education Board, 1981); (2) "Educating a Profession: Profile of a Beginning Teacher" (American Association of Colleges for Teacher Education AACTE , 1982); (3) Educating a Profession (Howsam, AACTE, 1976); (4) "Excellence in Our Schools, Teacher Education: An Action Plan" (National Education Association, 1982); (5) Report of the Council of Chief State School Officers' Ad Hoc Committee on Teacher Certification, Preparation, and Accreditation (Council of Chief State School Officers, 1982); (6) "Raising Teacher Quality Levels" (Education Commission of the States, 1982); (7) A Design for a School of Pedagogy (U.S. Department of Education, B. O. Smith, 1980); (8) "Teacher Competence," Focus (Educational Testing Service, 1982); and (9) American Federation of Teachers (AFT), AFL-CIO on "Teacher Education and Retention," (AFT, 1981). Brief descriptions are given on other reports, related to the improvement of the profession, by the National Commission on Excellence in Education, Carnegie Foundation for Advancement of Teaching, House Subcommittee on Postsecondary Education, Teacher Corps, National Association of State Directors of Teacher Education and Certification, and Teacher Education Council of State Colleges and Universities. (JD)

ED 234 004 SP 022 919

Anicet, Mawaka
An Examination of the Structure and Organisation of Teaching Practice in Primary Teachers Training Colleges in the People's Repuolic of the Congo. African Studies in Curriculum Development & Evaluation. No. 57.
African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Dissertations/Theses - Undetermined (040)
DESCRIPTIONS- Administrator Attitudes; Developing Nations; Education Courses; Elementary School Teachers; Foreign Countries; Higher Education; Methods Courses; Preservice Teacher Education; *Program Evaluation; *Program Improvement; *Relevance (Education); Schools of Education; Student Teaching; Teacher Attitudes; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Educators
IDENTIFIERS- *Congo

A study examined the structure and organization of teaching practice in primary Teachers Training Colleges (TTCs) in the People's Republic of the Congo. Data were collected from Ministry of National Education documents, interviews with primary school inspectors and principals, and questionnaires filled out by teacher educators, student teachers, and ex-students. (Questionnaire and interview results are reported in an item-by-item analysis in separate discussions.) Primary teachers' training education was found to be unsatisfactory for multiple reasons. The syllabi used were too broad and not relevant to the society, learners, or to the work awaiting teachers upon graduation. The short period of time devoted to training resulted in superficial treatment of content. The colleges lacked qualified and experienced teachers who were well versed in primary school methodologies. TTCs also lacked adequate library facilities and instructional materials. Recommendations for improvement include: (1) the content of TTCs be adapted to the aspirations and realities of the country; (2) a balance be reached between academic work and methodology; (3) the number of subjects taken by students be reduced by eliminating irrelevant subjects; (4) the duration of the program be extended to two years; (5) TTC teachers' knowledge, especially in the area of methodology, be updated; and (6) library facilities be provided. Questionnaires used in the study are appended. (JMK)

ED 234 019 SP 022 951

Maley, Donald
Teaching the Heritage of Technology. Past, Present, and Future.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adjustment (to Environment); *Change Agents; *Curriculum Development; *Educational History; Educational Trends; Elementary Secondary Education; *Futures (of Society); Industrial Arts; *Industrial Education; Relevance (Education); Social Action; *Technological Literacy

A rationale for teaching the heritage of technology points out that technology has been used to alter the environment, social institutions, and civilizations, and has a profound effect on human living. An outline for a curriculum in technical heritage shows that it should be taught with respect to three periods--the past, the present, and the future. The heritage of technology related to the past would deal with the present impact of technological developments from a prior period, stressing the evolution of technological developments in a variety of areas. The major unit topics of such a course would be the contribution to the growth of civilization of the development of tools and machines, power and energy, and communications and transportation. A course on the heritage of technology as it relates to the present would involve studies regarding current technology and its future impact. Studies in the design of the future would explore possible beneficial developments based on knowledge of the purposes and uses of technology. An instructional design is presented for each of these projected courses. (JD)

ED 234 034 SP 022 966

Smith, Lyle R.
Effect of Teacher Vagueness and Use of Lecture Notes on Student Performance.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Classroom Techniques; High Schools; *Lecture Method; *Notetaking; Social Studies; Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Behavior; *Teacher Effectiveness; Teaching Methods; *Verbal Communication
IDENTIFIERS- *Teacher Clarity

High school social studies students (n=160) were each assigned to 1 of 8 groups defined by possible combinations of 2 teacher uncertainty conditions (uncertainty vs. no uncertainty), 2 teacher "bluffing" conditions (bluffing vs. no bluffing), and 2 lecture notes conditions (students receive lecture notes handout vs. students do not receive lecture notes handout). Each group was presented a social studies lesson based on an article in the "Atlantic Monthly." After the lesson, each group was tested on comprehension of the material, and then each group completed a lesson evaluation. Teacher uncertainty significantly reduced achievement, and lecture notes significantly increased achievement. While handouts positively affected achievement, students rated lessons significantly lower on four of the lesson evaluation items when they received lecture notes. One possible explanation for this may be that students preferred a different format for their notes, such as full notes or personal notes. (Author/JD)

ED 234 049 SP 023 007

Biklen, Sari Knopp
Teaching as an Occupation for Women: A Case Study of an Elementary School.
Education Designs Group, Syracuse, NY.
SPONS AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
GRANT- NIE-G-81-0007
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; Conflict Resolution; Elementary Education; *Elementary School Teachers; *Employed Women; Family Relationship; *Females, Parent Teacher Cooperation; Peer Relationship; Professional Autonomy; Sex Role; Sex Stereotypes; Student Teacher Relationship; *Teacher Attitudes; Teacher Morale; Teacher Motivation; Teacher Response; *Teaching (Occupation)

A study examined how female elementary school teachers look upon their work, what they value and criticize about their occupation, and how they negotiate their work interests with sex role and family expectations. Research took the form of a case study, and qualitative research methods of participant observation and indepth interviewing were used to collect data over an 8-month period at an elementary school in the northeastern United States. One other school was also studied for a shorter period of time for contrasting purposes. This report centers on the discussions of four major themes which emerged from the data: (1) teachers' understanding of the nature of their careers; (2) importance of autonomy in their work lives; (3) their need for a sense of community among colleagues; and (4) their methods for resolving conflicts. The findings suggest that current understandings of teachers' lives have been limited by stereotypical assumptions about the nature of women. (Author/JMK)

ED 234 064 TM 830 530

Morgan, William R.
New Data Available for the National Longitudinal Surveys.
PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Records; Aptitude Tests; Cohort Analysis; *Data; Environmental Influences; Human Capital; Institutional Characteristics; Interdisciplinary Approach; *Labor Economics; Labor Market; *Longitudinal Studies; *National Surveys; Secondary Education; *Youth
IDENTIFIERS- Armed Services Vocational Aptitude Battery; Comprehensive Employment and Training Act; *National Longitudinal Surveys

The National Longitudinal surveys (NLS) of Labor Market Behavior have been conducted by the Center for Human Resource Research at Ohio State University and supported by the Department of Labor since 1966. In this paper, data from the fifth and newest NLS cohort, a national cohort of 12,686 youth who were aged 14-21 in 1979, are discussed. Approximately 11,400 young men and women from all 50 states and the District of Columbia made up the civilian sample; an additional 1,300 youth in the armed forces were selected for interviewing under funding from the Department of Defense and the Services. The interdisciplinary nature of the Center's research staff, the interests of the agencies who helped fund the survey, and an interest in maintaining comparability with the first four cohorts in terms of human capital and other sociometric variables, labor market experience variables, and environmental variables are reflected in the survey's content. Three additional data sets on school characteristics, student transcripts, and scores on the Armed Services Vocational Aptitude Battery were collected for use with the longitudinal interviews. The 6,500 variables represented in these NLS youth tapes present a challenge to educational researchers using the tapes to develop meaningful longitudinal research problems. (LC)

ED 234 080   TM 830 567

When People Talk, AISD Listens! ORE Districtwide Surveys, 1983.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-82 83
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Administrator Attitudes; Data Analysis; Data Collection; Decision Making; Elementary Secondary Education; *Graduate Surveys; *School Districts; Student Attitudes; *Surveys; *Teacher Attitudes
IDENTIFIERS- *Austin Independent School District TX

The Austin Independent School District (AISD) Office of Research and Evaluation (ORE) conducts three surveys to contribute to more informed and better decision-making. The Questions for Teachers and Questions for Administrators surveys are both sent out annually to determine the attitudes of District staff on issues of importance districtwide. The Former Student Survey is conducted every other year. This survey asks graduates from the previous year about their present activities and the quality of the education they received in AISD. The attitudes of teachers and administrators can be compared on those items included on both surveys. A few of these are included in this report. Some items have also been included on the same survey for several years to allow a long-term look at changes in attitudes. The Former Student Survey includes items primarily of this type, plus some items on projects or topics of special interest. Effort is made to address information needs submitted by District staff and Board members within the limits of question formats and overall survey lengths. (Author/PN)

ED 234 097 TM 830 793

Pratt, Theodore B., Ed.
National Assessment of Education Progress, 1969-1983: A Bibliography of Documents in the ERIC Database.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
SPONS AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-89398-481-7
PUB DATE- Oct 83
GRANT- NIE-G-80-0003
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Annotated Bibliographies; *Educational Assessment; *National Surveys; Outcomes of Education
IDENTIFIERS- *National Assessment of Educational Progress

During its first 14 years of existence, the National Assessment of Educational Progress (NAEP) was located at the Education Commission of the States (ECS). This annotated bibliography of 575 references lists all major publications by or about NAEP published between 1969 and 1983. References are in a classified arrangement, by specific or special assessment. Documents not dealing with a specific assessment are grouped by: Methodological Publications; Special Analyses; and General and Miscellaneous. Materials by NAEP are separated from materials about NAEP done by external organizations. Subject, Personal Author, and Preparing Institution indexes are provided. The compilation is based on materials (documents and journal articles) archived in the database of the Educational Resources Information Center (ERIC), and therefore most documents cited can be obtained through the ERIC Document Reproduction Service (EDRS). (WTB)

ED 234 112 UD 023 039

Title I as an Educational Resource in South Carolina.
South Carolina State Dept. of Education, Columbia. Office of Federal Programs.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Achievement Gains; *Compensatory Education; Elementary Secondary Education, Enrollment; *Federal Programs; *Mathematics Instruction; Operating Expenses; Parent Participation; Program Descriptions; *Program Effectiveness; *Reading Instruction; Resource Allocation; School Personnel
IDENTIFIERS- *Elementary Secondary Education Act Title I; *South Carolina

This report consists of several tables which are intended to illustrate the impact that Title I has exerted on South Carolina schools and describes 23 Title I/Chapter 1 projects in operation in the State. The preliminary summary provides data for 1978-1982, delineating (for each year) funds allocated, number of students participating, participants by instructional category, personnel employed to serve Title I students, budget, funds by service category, services provided by parents, and achievement gains of Title I students in reading and mathematics. The second part of the report provides individual descriptions of projects conducted for readiness, reading, and mathematics. Each project description gives information on (1) the program's purpose; (2) the district in which the program was conducted; (3) grade level; (4) students served; (5) achievement gains; and (6) instructional materials and supplies utilized. Also described is one Parent Advisory Council Project. (GC)

ED 234 127 UD 023 062

Cochran, Effie Papatzikou; And Others
Louis D. Brandeis High School. New York State Chapter 720 Bilingual Program. O.E.E. Evaluation Report, 1981-1982.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; Attendance; *Bilingual Education Programs; English (Second Language); High Schools; Mathematics Achievement; Native Language Instruction; *Program Effectiveness; Reading Achievement; *Spanish Speaking
IDENTIFIERS- New York City Board of Education

The Chapter 720 bilingual program located at Louis D. Brandeis High School in New York City, seeks to provide specialized Spanish and English instruction in mathematics and language development for 250 Spanish speaking students. This report briefly describes the program's goals and objectives, its organization, and instructional and noninstructional services it provides. It also presents evaluation findings from 1981-82, the program's third year of operation. The following results are given: (1) program students made statistically significant gains in Spanish language reading scores from pre to post test, as measured by the "Prueba de Lectura"; (2) program students showed statistically significant gains in bilingual mathematics, as measured by the Metropolitan Achievement Test; (3) in content-area subjects, program students' passing rates were 57 percent for mathematics, 70 percent for science, 56 to 62 percent for social studies, and 67 to 76 percent for native language arts. In addition, participants were found to have mastered an average of 1.7 objectives per month of English instruction. Finally, the attendance rates of program students was significantly greater than that of mainstream students. (GC)

ED 233 990　SP 022 840

Ediger, Marlow
Philosophy of Education and the Psychology of Learning.
PUB DATE- 76
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Behavioral Objectives; *Curriculum Development; Decision Making; *Educational Philosophy; *Educational Psychology; Educational Theories; Ethics; Existentialism; Experimental Curriculum; Humanism; Individualism; *Learning Processes; Moral Values; Relevance (Education); Social Studies; *Teacher Attitudes

Part 1 of this paper discusses contributions made by diverse schools of thought in the philosophy of education to the development of a relevant social studies curriculum. The relevance of major philosophical approaches to teaching and learning is considered in light of the approaches' influences on instructors' teaching styles and students' learning processes. Philosophies such as experimentalism, existentialism, idealism, and realism are under consideration. Each of these philosophical attitudes is described, and its implications for teaching-learning situations are listed. In part 2, two schools of thought in the psychology of learning are discussed, and the ways they provide direction in the selection of objectives, learning activities, and appraisal techniques are examined. The contributions of behaviorists in helping educators understand how learning might take place are described, and the equally important tenets of humanists are discussed. (JD)

ED 234 020 SP 022 952

Maley, Donald
Technology Education in Europe.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Comparative Analysis; *Educational Trends; Elementary Secondary Education; *Foreign Countries; Relevance (Education) Science Education; Teaching Methods; *Technical Education; *Technological Literacy
IDENTIFIERS- *Europe

This study examined and compared the objectives and points of view found in technology education, technical studies, and courses in technology in selected European countries. The specific countries discussed included France, Greece, Italy, Spain, United Kingdom, and West Germany. Technical education in each of these selected countries is described, and the ways in which the subject is viewed is analyzed in light of several global trends concerning the purpose of technical education. These global trends include: (1) technology and social education: the polytechnic approach; (2) interdisciplinary technology: the project method; (3) technology and people: group work; and (4) technology and disciplinarity: the analytical method. Trends in forms of teaching technology in the countries are also examined: (1) technology as a guiding theme; (2) technology as an end in itself; (3) technology as a subject in its own right; and (4) technology as a form of motivation. (JD)

ED 234 035 SP 022 967

Reifschneider, Thomas J., Ed.; And Others

The Human Brain: Cognition in Education. Report of the First Annual Conference (Brookings, South Dakota, September 24-25, 1982).

Educational Environments, Inc., Eugene, Oreg.
SPONS. AGENCY- Phi Delta Kappa, Bloomington, Ind.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Cerebral Dominance; Cognitive Development; *Cognitive Style; Computer Literacy; Creative Thinking; Elementary Secondary Education; Learning Plateaus; *Learning Processes; *Learning Theories; *Neurological Organization; *Perceptual Development; Spatial Ability

The papers in this monograph were presented at the first annual conference on theories and research related to learning styles, hemisphericity, and other cognitive-related issues in education. They include: (1) "The Microcomputer and Learning Theory" (Carl Edeburn); (2) "Poems Take Two Brains (or: Poetry Ain't for Halfwits)" (Jack Kreitzer); (3) "Poetry Observations" (Jack Kreitzer); (4) "How the Brain Works: The Proster Theory of Learning" (Thomas J. Reifschneider); (5) "The Structure of Intellect: Overview, Uses, and Implications" (Robert S. Ristow); (6) "Learning Spurts and Plateaus" (Bob Rose); (7) "Left Brain/ Right Brain: More of the Same?" (Gary Steinley); (8) "Cultural Differences in the Classroom as Manifested in Cognition and Non-Verbal Communication" (Ronnie D. Theisz); and (9) "Individualizing Learning Styles--Dunn Model" (Lois Widvey). (JD)

ED 234 050 SP 023 009

Rauth, Marilyn; And Others
AFT Educational Research and Dissemination Program. Final Report.
American Federation of Teachers, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 31 Jan 83
GRANT- NIE-G-81-0021
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adoption (Ideas); *Classroom Research; Classroom Techniques; Elementary Secondary Education; *Linking Agents; Program Development; *Research Utilization; Teacher Associations; Teacher Effectiveness; *Teacher Participation; Training Methods; Unions
IDENTIFIERS- American Federation of Teachers

The goal of the American Federation of Teachers (AFT) Educational Research and Dissemination Program was to establish a model for dissemination of educational research to classroom teachers. Research findings focusing on classroom management and teacher effectiveness were translated to individual teachers by Teacher Research Linkers (TRLs) who had received training supported by the AFT. TRLs worked as peers with teachers and administrators in selected school sites. This review provides an analysis of the program's processes by answering select questions: (1) What kind of research is adaptable to classroom situations? (2) What is required to make findings adaptable to classroom situations? (3) What were program staff's roles in facilitating the process? (4) What were teachers' roles in facilitating the process? (5) To what degree were researchers involved in the process? (6) What is needed to continue the process at the pilot sites? and (7) What is needed to replicate the process for future use? Appendices document site selection, TRL selection criteria, feedback from teachers, and TRL evaluations of the program. Newsclips on the project are included as well as a progress report from September 15 to December 31, 1982. (JD)

ED 234 065 TM 830 534

Mergendoller, John R.; And Others
Seventh-Graders' Conceptions of Teachers: A Cultural Analysis.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 22 Mar 82
CONTRACT- 400-80-01-03
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Classroom Communication; *Classroom Environment; *Communication (Thought Transfer); Communication Research; *Cultural Influences; Ethnography; Grade 7; Interviews; Junior High Schools; Models, *Student Attitudes; *Teacher Characteristics

This study elaborates the cultural categories of meanings used by seventh-graders at a junior high school to describe their teachers. It examines the common expressions students used in open-ended interviews to describe their teachers and their experience within these teachers' classes. A semantic structure that underlies the terms that students used to describe their teachers was conceptualized in the following form: the highest level of abstraction and generalizability were four foci (academic work, instructional facility, classroom experience, and personal characteristics), each of which subsumed between two and four themes. Each theme referred to a spectrum of individual variation of a teacher's possible behavior and style of personality, with two evaluatively opposed contrast poles at which students' descriptions clustered. Together, these foci and themes provide students with a semiotic space which is rich enough to convey their experiences of school life, and at the same time has the definition and specificity necessary for effective and precise communication with peers. The structure provides insight into the communication system, and the perceptions and values, of the sub-culture which students form for themselves within a school. (PN)

ED 234 081 TM 830 575

Dearborn 1981-82 Achievement Test Scores (Fifth Annual Report).
Dearborn Public Schools, Mich.
PUB DATE- 1 Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Academic Achievement; Academic Aptitude; Curriculum Development; Reading Skills; *School Districts; Scores; *Standardized Tests; Student Development; *Testing Programs; *Test Interpretation; *Test Results; Test Use; Vocational Interests
IDENTIFIERS- ACT Assessment; *Dearborn Public Schools MI; Differential Aptitude Tests; Iowa Tests of Basic Skills; Metropolitan Achievement Tests; Michigan Educational Assessment Program; Otis Lennon Mental Ability Test; Scholastic Aptitude Test; Test of Written Expression; Tests of Achievement and Proficiency

The purpose of the fifth annual Dearborn Achievement Test Score report is to summarize and to help interpret the test results so that Dearborn citizens and educators will have a better understanding of the educational achievements of Dearborn students. The District-wide Testing Program assesses reading readiness, scholastic aptitude, academic achievement, educational developement, and vocational interest. The tests are administered in a standardized manner and provide comparison with state and national norms. The following standardized tests are administered: (1) Metropolitan Achievement Tests, (2) Iowa Tests of Basic Skills, (3) Otis Lennon Mental Ability Test, (4) Michigan Educational Assessment Program, (5) Tests of Written Expression, (6) Differential Aptitude Tests, (7) Tests of Achievement and Proficiency, (8) American College Testing Assessment Programs and (9) the Scholastic Aptitude Tests. The report presents a schedule of district-wide standardized test administrations. It discusses (1) test scores, (2) the interpretation of test scores, (3) Dearborn test results, and (4) Curriculum implications. A summary of 1981-82 test scores is included. (PN)

ED 234 098 TM 832 002

Holmes, Barbara J.
Student Performance Patterns Change.
Education Commission of the States, Denver, Colo.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Achievement; *Academic Education; Academic Standards; Achievement Gains; Black Achievement; *Black Students; Comparative Analysis; Educational Assessment; Educational Research; Educational Trends; Grade 4; Grade 8; Grade 11; *High Achievement; Intermediate Grades; Longitudinal Studies; *Low Achievement; Mathematics Education; Reading Achievement; Science Education; Secondary Education; *White Students
IDENTIFIERS- National Assessment of Educational Progress; PF Project

The paper summarizes a National Assessment of Educational Progress (NAEP) report, "Reading, Science and Mathematic Trends: A Closer Look," in which achievement trends are compared in several subjects for 4th, 8th, and 11th grade black students, white students, low achievers, and high achievers. Findings indicate that while overall performance in mathematics and science declined, reading performance remained stable. Students in the lowest performance quartiles realized greater gains than did those in the highest quartiles. Although black students in both the lowest and highest quartiles showed more improvement in reading and mathematics than their white counterparts, all highest quartile 17-year-olds suffered substantial losses in mathematics and science. State boards of education and teacher training institutions might ensure higher achievement levels in science and mathematics by: (1) reviewing the relationship between teacher training and curricular needs in mathematics and science; (2) reconsidering current retention and remediation policies that separate students from their age/grade group for remediation; and (3) ensuring that the curriculum covers both low level and high level skills. (LH)

ED 234 113 UD 023 040

Gillespie, Bonnie J.
Financing Traditionally Black Institutions of Higher Education.
PUB DATE- 16 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Black Colleges; *Educational Finance; *Financial Problems; *Financial Support; Fund Raising; Higher Education; Literature Reviews; Management Information Systems; Models; Student Financial Aid

Black institutions of higher learning have traditionally been underfunded, and this problem is especially acute today. In view of this, the major objective of this paper is to glean, from a survey of the literature, the various methods of financing that are being used in colleges and universities throughout the country, with the hope that some of these methods will be applicable and helpful for black colleges and universities. A discussion of the significant contributions of these institutions is followed by a dynamic model of a black college or university, to be used as an organizing conceptual tool for the discussion of different modes of financing. The need for a formalized management information system is also described. The realities of high inflation, energy costs, decreased enrollments, and decreased student aid, and how they impact on black colleges, are discussed. Traditional methods of financing are surveyed, and it is suggested that most profitable in the long run probably would be the proper packaging and marketing of what a given black college has to offer its students. The need for innovative financing approaches is stressed, and several ideas are presented, including: (1) tax exempt bonds; (2) tuition freezes; (3) variable or sliding tuition; and (4) work-service/barter modes. (CMG)

ED 234 128 UD 023 063

Choy, Michelle; And Others
Newtown High School. Queens Chinese/Korean Bilingual Language Arts Resource Center, 1981-1982. O.E.E. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Feb 83
GRANT- G00-780-4261
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; Attendance; *Bilingual Education Programs; Chinese; English (Second Language); Korean; *Mainstreaming; Outreach Programs; *Parent Participation; *Program Effectiveness; Self Concept; Social Studies; *Transitional Programs
IDENTIFIERS- New York City Board of Education; *Queens Chinese Korean Bilingual Language Arts NY

The Queens Chinese/Korean Bilingual Language Arts Resource Center operates at Newtown High School, in a multiethnic neighborhood in Queens, New York. The program, designed to provide bilingual educational services and curricular materials to Chinese and Korean students (grades 9-12) at Newtown, and ancillary services to students at Bryant High School, has several objectives: (1) to provide participants with the skills they need to function in mainstream classes; (2) to help students complete their high school education and pursue higher education; (3) to encourage the development of a positive self image; and (4) to eliminate or reduce content-area failures in social studies and in Chinese language arts (this objective is part of the Chapter 720-funded component). The program includes classroom instruction, curriculum development, supportive services (grade advisement and guidance, family assistance, extracurricular activities); staff development; and parental involvement efforts. This report describes program activities and objectives, and provides data on program results, including student achievement in all subject areas and parent achievement in English. (GC)

ED 234 005 SP 022 921

Adaye, Abebe Alaro
Operationalization of National Objectives of Ethiopia into Educational Objectives. African Studies in Curriculum Development & Evaluation. No. 60.
African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Agricultural Education; *Communism; Curriculum Design; *Educational Objectives; *Educational Philosophy; Educational Principles; Elementary Secondary Education; English Instruction; Foreign Countries; *Government School Relationship; Mathematics Education; Outcomes of Education; Physical Education; *Political Attitudes; Public Policy; Science Education; *Socialism; Social Sciences; Vocational Education
IDENTIFIERS- *Ethiopia

This paper reports on past educational objectives of the old political regime in Ethiopia and new educational objectives of revolutionary Ethiopia. It is reported that these new objectives focus on education for production, scientific research, and socialist consciousness, and that all subjects are based on Marxism-Leninism. Curricular objectives for the subjects of agriculture, the social sciences, vocational training, physical education, English, science, and mathematics are discussed. Also discussed is the ultimate aim of the new regime: to make sure skills and attitudes obtained from education make students productive citizens whose productivity in turn contributes to enhancement of national aims. The paper notes that emphasis is placed on the interconnection between national aims, national educational aims, national objectives, and objectives for each subject in each grade in each unit. Examples are given of how to teach a mathematics and geography lesson from the Marxist-Leninist point of view. (JMK)

ED 233 972 SP 022 514

Connors, G. Patrick
Running Shoes.
Hamilton Hospital, Trenton, NJ. Inst. for Medicine in Sports.
PUB DATE- 24 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Athletic Equipment; Guidelines; Jogging; *Purchasing; *Running
IDENTIFIERS- PF Project; *Shoes

This guide explains the purpose of running shoes and provides tips for purchasing them. A brief explanation of the difference between training shoes and racing shoes is followed by a list of characteristics of running shoes that should be considered when buying them. These characteristics include heel fit, heel elevation and width, the inner and outer soles, and arch supports. Tips for insuring a proper fit are then provided along with a reminder to seek the advice of a specialist should problems arise. (DC)

ED 233 991 SP 022 871

Barrett, Renee C.; McCann, Shirley J.
Peril or Promise of Computer-Based Education: The Conceptual Framework for Evaluation and Selection of Educational Software.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Computer Assisted Instruction; Computer Literacy; Educational Strategies; Educational Technology; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Futures (of Society); Higher Education; Holistic Approach; *Individualized Instruction; *Programed Instruction; Student Participation

High technology has begun to dominate many aspects of life, and educators face the difficult challenge of its integration into curriculum and instructional practices. Computer based instruction (CBI) is becoming an increasingly popular form of instruction. Educators are often reluctant, however, to incorporate CBI into their courses due to limited exposure and knowledge of its utilization. The Instructional Computing Module (ICM) for developing and/or purchasing computer courseware is designed to facilitate the development of CBI for instructional use. ICM entails eight steps (stimulus, recall, objectives, set induction, conceptual development, application, assessment, and reinforcement) which are segmented into three parts: the introduction, tutorial, and follow-up. Subjects included within the ICM framework are: characteristics of traditional methods vs. computer-assisted instruction; traditional courseware vs. an instructional computing module; and an evaluation guide for courseware selection and development. (JMK)

ED 234 021 SP 022 953

Emmer, Edmund T.; And Others
Improving Junior High Classroom Management
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS AGENCY- National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
PUB DATE- Mar 83
GRANT- OB-NIE-G-80-0116
AVAILABLE FROM- Communications Services, Research and Development Center for Teacher Education, Education Annex 3.203, University of Texas at Austin, Austin, TX 78712.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTIONS- Class Activities; Class Organization; Classroom Design; *Classroom Environment; *Classroom Techniques; Instructional Design; *Junior High Schools; Secondary School Teachers; Student Behavior; *Teacher Behavior; *Teacher Effectiveness; Teaching Methods; Time on Task

A field experiment was conducted to determine whether descriptive-correlational results from classroom management research could be implemented by junior high school teachers, and whether such implementation would result in improved classroom management. An experimental group (18 teachers) received management manuals developed by researchers, and attended research-based workshops on class management, while a control group did not. In addition to observation-based data, information on performance was obtained from teachers' responses to a questionnaire assessing their reactions to each section of the manual, and interviews with teachers. Results are presented by management area: (1) room arrangement; (2) rules and procedures; (3) procedures for student accountability; (4) consequence systems; (5) first week activities; (6) maintaining skills, monitoring, and discipline; (7) instructional clarity; (8) organizing instruction; and (9) adjusting instruction for special groups. Comparisons of the two groups by management areas indicated that some recommendations were used more than others, with certain areas not showing evidence of implementation. Results indicated greater use by experimental teachers of recommended management behaviors and activities along with improved student classroom behavior during the first 2 months of the school year. However, observations made during the middle of the year did not detect significant differences between the groups. (Author/JD)

ED 234 036 SP 022 986

Tanner, David E.
The Early Field Experience and the Preservice Teacher's Concerns.
Texas A and M Univ., College Station. Instructional Research Lab.
REPORT NO.- TE-83005
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Attitude Change; Career Exploration; College Students; *Field Experience Programs; Higher Education; Preservice Teacher Education; Secondary School Teachers; *Student Attitudes; Student Experience; *Student Problems; *Teaching Experience
IDENTIFIERS- *Professional Concerns; Teacher Concerns Questionnaire

Despite the failure of recent research to demonstrate some of the "promise" of early field experiences for teachers, early experiences retain substantial appeal and should provide important diagnostic information relating to the needs of the teacher preparation program. The early field experience, an exercise in the teacher preparation program, occurs prior to student teaching and requires students to serve as teacher aides in local secondary schools. A study was designed to provide information that might begin to pinpoint important patterns or changes in student attitudes as a result of this experience. Subjects were 50 teacher preparation students enrolled in an education class that required them to spend 3 hours a week for 12 weeks in a local secondary school as a teacher's aide, plus 1 hour in a weekly lecture on campus. The Teacher Concerns Questionnaire was administered to them before and after the teaching experience. Results showed that the students' concerns seem not to have been dramatically affected by the field experiences. Other findings are also reported and conclusions drawn. (JMK)

ED 234 114 UD 023 042

Mattaliano, A. Peter
Self-Help for Teachers: Collegial Supervision in an Urban School.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Administrator Role; Elementary Education; Inservice

Teacher Education; Principals; *Self Help Programs; *Staff Development; Supervisory Methods; *Supervisory Training; *Teacher Improvement; *Urban Schools
IDENTIFIERS- Massachusetts

Teachers in inner city schools today are usually unprepared for dealing effectively with a mobile, rapidly changing, culturally varied population. A program to provide such training, based upon the concept of staff self help through collegial supervision, was implemented in the Francis M. Leahy Elementary School in Lawrence, Massachusetts. Over a 5-month period, twenty-six 2-hour supervision cycles were conducted, with teams of six teachers each supervising willing colleagues. The principal and the program designer/consultant were on all teams, with the consultant demonstrating the techniques of collegial supervision while acting as supervision team leader. The cycles, which included conferences as well as classroom observations, provided opportunities for individuals to share their strengths and insights with others in a trusting, non-threatening fashion. As the participants became more confident, the consultant gradually phased himself out, leaving behind an ongoing program where teachers continue to supervise each other in teams and individually, and where the principal, as a result of his involvement in almost every supervisory cycle, is the recognized and respected supervision leader/instructional leader/inservice director. Results indicate that a school staff can be successful in providing ongoing self revitalization. (CMG)

ED 234 051 SP 023 018

Bulletin Board Ideas for Business Education.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- 83
LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Bulletin Boards; *Business Education; *Educational Equipment; Elementary Secondary Education; *Student Motivation; *Teacher Developed Materials; *Visual Aids

This booklet is designed to provide the business education teacher with creative ideas for developing an effective classroom environment. Ideas and suggestions offered to assist the teacher in making bulletin boards include hints on art procedures and color compatibility. Sample bulletin boards pictorially depicting slogans and motivational statements about business education are presented, and instructions are given for replicating them for classroom use. (JD)

ED 234 066 TM 830 537

White, Richard T.; Gunstone, Richard F.
Converting Memory Protocols to Scores on Several Dimensions.
PUB DATE- Nov 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Structures; Correlation; Foreign Countries; Higher Education; Interviews; *Learning Theories; *Memory; Scaling; *Scoring
IDENTIFIERS- Australia (Sydney); *Cognitive Mapping; *Conversion (Format); Descriptive Research; Memory Protocols

This paper details how memory protocols obtained in individual interviews may be translated to scores on several dimensions suggested by White. White's nine dimensions are: (1) extent, (2) precision, (3) internal consistency, (4) accord with reality, (5) variety of types of element, (6) variety of topics, (7) shape, (8) ratio of internal to external associations, and (9) availability. Following a description of how the interviews of 28 science graduates, ages 20 to 27, enrolled in the Diploma of Education program at Monash University, were conducted, the process of translation is described, difficulties are identified, and options discussed. The next section considers the results, in which consistent traits of individuals are identified. The following section discusses the level of knowledge displayed by the people interviewed, and comments on implications this has for education. (PN)

ED 234 082 TM 830 577

Familygram. Special Edition on Testing. Spring 1982.
Fairfax County Schools, Va.
PUB DATE- 82
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Criterion Referenced Tests; *Educational Quality; *Educational Testing; Norm Referenced Tests; *Parent Materials; Teacher Made Tests; *Test Results; *Test Use
IDENTIFIERS- *Fairfax County Schools VA

The Fairfax County Public schools (VA) presents Familygram, a newsletter directed to parents to help them better discuss and use test results for the improvement of their child's education and the quality of the education program in Fairfax County. An attempt is made to answer several important questions: What tests are given? Which of them are required? and What can they measure? What can't they measure? Also discussed are how tests can be used to improve instruction and how to accurately understand the test scores. A schedule of tests required either by the Virginia Department of Education or the Fairfax County School Board is presented. An included glossary defines norms, percentiles, percentile bands, educational ability tests, and achievement tests. (PN)

ED 234 099 UD 022 824

Carter, George E.
Ethnicity and Human Rights: An Organizational and Individual Perspective.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Civil Rights; *Ethnic Groups; Foreign Countries; *Minority Groups; Organizations (Groups); Political Issues; *Racial Discrimination; Slavery; *Social Change; Urbanization; *World Problems
IDENTIFIERS- Amnesty International; Anti Slavery Society; Minority Rights Group; *United States

Despite the Universal Declaration of Human Rights adopted by the United Nations in 1948, the issue of the human rights of ethnic minority groups is widely ignored in the United States--both in policy and as an issue worthy of examination. In this country and abroad, violations of human rights continue to take place regularly; minority group members are denied many of the basic rights, such as the right to health, to food, to clothing and housing, to free expression, and to self determination. At present, there are three major organizations that address the concern for ethnicity and human rights worldwide: the Anti-Slavery Society, the Minority Rights Group, and Amnesty International. In addition, the United Nations Commission on Human Rights and its subcommission on slavery and native peoples deserves mention. As the social and demographic trends of urbanization and urban decay threaten the very existence of ethnic minority populations, it is imperative that more individuals and organizations address the issue of human rights for these groups. (GC)

ED 234 129 UD 023 064

Reading and Math through the Community as Classroom, Summer 1982.

Annual Evaluation Report. E.S.E.A. Title I.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; Athletics; *Community Resources; Compensatory Education; Disabilities; *Disadvantaged Youth; Elementary Secondary Education; Mathematics Achievement; Program Effectiveness; Reading Achievement; Remedial Programs; *Special Education; *Summer Schools
IDENTIFIERS- New York City Board of Education; *Reading and Math through Community as Classroom NY

This report presents evaluation findings for the 1982 summer cycle of "Reading and Math Through the Community as Classroom," a Title I funded program operated by the Division of Special Education, of the New York City Public Schools. The program was designed to provide supplementary remediation to 1,197 mildly to moderately handicapped youngsters, and incorporate community experiences and sports activities into reading and math instruction. Results of analyses of pupil achievement data and program interviews and observations indicated that the summer program effectively met its proposed goals. Nearly all of the program participants mastered one or more new skills in reading (87.8 percent) and in math (91.9 percent). Students were also reported by teachers to have made social gains. Program sites were well-chosen and staff were enthusiastic. During 1982, the program made improvements over previous years in preparation, implementation, teacher appointments, and transportation services. However, attrition and the need to recruit new students posed problems. Based on evaluation findings, it is recommended (1) that pre-planning be undertaken as early as possible to ensure optimal student recruitment, teacher assignment, and provision of materials and supplies, and (2) that difficulties with transportation be addressed, possibly by utilizing mini-bus services and by requiring pre-program trial runs. (Author/GC)

ED 233 973 SP 022 515

Suspenski, Thomas J.
Ice & Exercise for Injury Management.
Hamilton Hospital, Trenton, NJ. Inst. for Medicine in Sports.
PUB DATE- 19 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Athletics; *Exercise; Guidelines; *Injuries; Physical Therapy
IDENTIFIERS- *Cryotherapy; *Ice; PF Project; Sports Medicine

Utilization of ice and exercise conjunctively decreases recovery time of muscle tendon injury considerably. In the healing process, collagen (a major element of scar formation) is laid down. If heat and rest are used as treatment, healing takes place; however, collagen is laid down in a haphazard arrangement increasing the likelihood of reinjury. The use of ice and exercise, on the other hand, acts on collagen and the muscle in ways that heal the injury faster with less chance for reinjury. Ice may be used with either an ice bag, an ice massage, or an ice water submergence. For the proper exercise to use, a qualified specialist should be consulted. (DC)

ED 234 006 SP 022 924

Njeremani, Rodah D.
An Examination of the Suitability of Primary Teachers' College Graduates as Primary School Teachers in Kenya. African Studies in Curriculum & Evaluation. No. 40.
African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTIONS- *Academic Achievement; Classroom Environment; Elementary Education; Elementary School Students; Elementary School Teachers; Foreign Countries; Preservice Teacher Education; *Program Effectiveness; Self Evaluation (Individuals); *Student Attitudes; Student Evaluation of Teacher Performance; *Teacher Attitudes; *Teacher Education Programs; *Teacher Effectiveness
IDENTIFIERS- *Kenya

A study investigated both how teachers' effectiveness in the classroom reflected on their pupils' performance on the Certificate of Primary Education and whether teacher training programs prepared teachers for practical classroom demands. Responses were gathered from questionnaires and unstructured interviews with trained primary school teachers, head-teachers, and older (class seven) pupils in 20 Nairobi province schools (Kenya). Chapter 1 discusses the study background, purpose, and significance and provides a problem analysis and literature review. Chapter 2 is devoted to the methodology involved and study results are reported in a question-by-question analysis format in chapter 3. Chapter 4 supplies conclusions and recommendations. Particular recommendations included: (1) Students' teaching practice should be made longer than the present 12 weeks; (2) Schools should be well equipped with relevant textbooks for pupils and teachers; and (3) Schools should be provided with trained teachers for the most effective teaching. Study questionnaires and references are appended. (JMK)

ED 234 052 SP 023 019

Whitmer, Sylvia Pratt
A Descriptive Multimethod Study of Teacher Judgment during the Marking Process.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IRT-RS-122
PUB DATE- Jun 83
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Education; Elementary School Students; *Elementary School Teachers; *Evaluation Methods; *Evaluative Thinking; *Grading; Student Behavior; Student Characteristics; *Student Evaluation; Teacher Attitudes; Teacher Behavior; Teacher Response

A study was designed to generate a description of 5 elementary school teachers' judgment processes during marking (of 152 students) across a school year. The findings support a model of the marking judgment constructed from the strategies and cues that emerged through analysis of marks, record books, and interviews. The model presents a three-phase process that was guided by procedural and contingency rules. Findings indicate that task completion is the primary focus of the judgment, with the criterion of completion having a variable weight. The marking judgment is bounded by the classroom, a conclusion which suggests that many past marking studies have made assumptions about marks that are inappropriate to the teacher judgment process. The study found that formative marks serve as a feedback mechanism but that summative and final marks do not. Although specific conclusions are tentative because of the small sample size, the model is useful as a heuristic to generate further discussion, deliberation, and research hypotheses. Tables displaying report data are included as is an appendix listing teacher attribution-utility categories. (Author/JMK)

ED 233 974 SP 022 516

Suspenski, Thomas J.
The Use of Ice in Baseball Injuries (Cryotherapy).
Hamilton Hospital, Trenton, NJ. Inst. for Medicine in Sports.
PUB DATE- 11 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)
DESCRIPTIONS- Athletics; *Baseball; *Exercise; Guidelines; *Injuries; Physical Therapy
IDENTIFIERS- *Cryotherapy; *Ice; PF Project; Sports Medicine

Cryotherapy (the use of ice and exercise to rehabilitate athletic injuries) can be an effective method of treating baseball injuries. It is generally agreed that ice is appropriate for the first 24 to 48 hours, but there is disagreement over its use beyond 72 hours. Some physicians and trainers support the use of heat with either exercise or rest, believing that this increases the effectiveness of the healing process and reduces the time involved. Due to the way that muscles heal, however, and the characteristics of collagen (a protein crucial to the healing process), cryotherapy can be a more effective treatment, reducing the healing time and the risk of reinjury. Ice can be applied either with an ice bag, an ice massage, or an ice water submergence. If pain or swelling persists beyond 72 hours, the advice of a physician should be sought. (DC)

ED 233 992 SP 022 872

Maley, Donald
The Individual, Education and the Future.
Maryland Vocational Curriculum Research and Development Center, College Park.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Change Agents; Curriculum Development; Decision Making; Educational History; *Educational Needs; *Futures (of Society); Holistic Approach; *Individual Needs; Industrial Arts; Industrial Arts Teachers; *Industrial Education; *Social Change; Student Needs

The nature and the needs of the individual in the late 20th and 21st centuries will be influenced by a number of interrelated factors. Four such factors are environmental change, a changing society, population growth, and the individual. Each of these factors will play a prominent role in shaping future educational directions for the industrial arts student. Decision-making must be based on a holistic frame of reference. Since the goal of education is individual fulfillment, curriculum development decisions in industrial arts must be based on an awareness of and an interaction with the many environmental and societal factors that bear upon the individual. Background data for education and educational practices indicate that the following should be considered in decision-making: (1) a need to think in terms of alternatives; (2) appreciation of the importance of each individual's learning to learn; (3) increased demand for teaching of science, technology, and supporting subjects; (4) a wider and more effective use of the community; (5) preserving education as a life-long process; (6) greater concern for the development of the individual and personal fulfillment; and (7) an increased emphasis on the human needs of people caught up in a dynamic fast-changing society. Seven guidelines for industrial arts education in the future are also listed. (SP)

ED 234 022 SP 022 954

Clements, Barbara S.
Helping Experienced Teachers with Classroom Management: An Experimental Study.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
REPORT NO.- RDCTE-6155
PUB DATE- Apr 83
GRANT- G3-NIE-G-80-0116
AVAILABLE FROM- Research and Development Center for Teacher Education, Education Annex 3.203, University of Texas at Austin, Austin, TX 78712 ($2.25).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Classroom Research; *Classroom Techniques; Junior High Schools; Research Problems; *Research Utilization; Secondary School Teachers; *Teacher Attitudes; *Teacher Behavior; *Teacher Effectiveness; Teacher Evaluation; Teacher Improvement; *Teacher Response; Teaching Experience
IDENTIFIERS- Texas

A group of 11 experienced junior high school teachers, identified as having problems with classroom management, received materials and workshops based on findings from a large-scale descriptive study of classroom management. Observation data from two classes per teacher were used to assess the level of implementation by treatment group teachers. Results indicated that, as a group, the teachers who received the treatment did not use the recommended strategies significantly more than did the control group teachers. Interview data identified possible reasons for these findings. Because of the small sample size, the power of statistical tests to detect differences between the groups was weak. A survey of teachers' individual scores indicated this was not a homogeneous group of "poor managers"; several teachers evidenced few management problems. The presentation mode for management information was inappropriate for this group; no specific feedback was given. The teachers may not have perceived a match between their needs and research suggestions. Most of the rules, procedures, instructional plans, and materials were ones that the teachers had used before, and the teachers may have felt defensive after having been recommended by their principals as being among those who would find the materials useful. Seven detailed tables display report data. (Author/JD)

ED 234 037 SP 022 987

Tanner, David E.
The Effect on Student Achievement of Manipulating Abstractness-Concreteness Independent of Cognitive Level. Instructional Research Laboratory Educational Curriculum and Instruction Technical Series.
Texas A and M Univ., College Station. Instructional Research Lab.
REPORT NO.- TE-83006
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Abstract Reasoning; *Academic Achievement; Achievement Tests; Educational Strategies; Higher Education; *Questioning Techniques; *Teaching Methods; Test Construction; *Test Format; Test Items; Undergraduate Students
IDENTIFIERS- *Cognitive Level

Teacher questions have been the subject of a substantial amount of research and analysis in recent years. Debate has centered around the appropriate use of this instructional and evaluative tool. A study examined the impact on student achievement of manipulating abstractness-concreteness, independent of cognitive level, in achievement test items. Subjects for the study were 66 students enrolled in a senior-level class at a major university in the southwest United States. The specially constructed test was administered to students during the course of a regularly scheduled quiz period, and there was no suggestion to subjects that this quiz was any different than others they had taken. Results revealed that manipulating the cognitive complexity of test items influenced students' ability to respond correctly. The data suggest that these differences have important impact on student achievement. The difficulty students had with higher-than-recall items suggest the need to consider further the usefulness of cognitive level, and abstractness-concreteness in explaining student achievement. (JMK)

ED 234 067 TM 830 545

Report on the District Testing Programs 1981-82. Publication No. 413.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.

PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Achievement; *Criterion Referenced Tests; *Educational Diagnosis; Local Norms; National Norms; *Norm Referenced Tests; School Districts; *Testing Programs
IDENTIFIERS- Comprehensive Tests of Basic Skills; Survey of Essential Skill

The tests administered in the Los Angeles Unified School District generally fall into two categories: norm-referenced tests and criterion-referenced tests. The Comprehensive Tests of Basic Skills (CTBS) is used to determine the reading and mathematics achievement of pupils in grades three, five, and eight. CTBS, a norm-referenced test, is further used to determine whether the performance of pupils is high, average, or low in comparison to national norms. The presentation of the norm-referenced testing program includes: (1) background, (2) description of the 1981-82 program, (3) interpretation of test scores, (4) 1981-82 test results, (5) discussion of test results, and (6) school-by-school test results, 1981-82. Competency testing in the District is a Criterion-reference program based on the District's instructional objectives. This program is discussed according to educational level. At the elementary level, the test measures the basic skills required at a specific grade level. At the junior high level, the tests require students to apply their mastery of the skills of reading, computing and writing. At the senior high level, the tests present simulated real life situations in which students must apply their mastery of the skills of reading, computing, and writing. (PN)

ED 234 083 TM 830 578

Pruett, Kathy E.

California Achievement Tests: A Practical Guide for Using and Interpreting the Results.

Memphis City School System, Tenn.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Educational Planning; Scoring; *Testing Programs; *Test Interpretation; *Test Manuals; Test Results; *Test Use
IDENTIFIERS- *California Achievement Tests; Memphis City Schools TN

The booklet was designed to help each recipient of the California Achievement Test (CAT) reports to understand the general format of the reports, the abbreviations and symbols used, and the types of scores presented. It was also intended to assist in interpreting CAT results and using these results at each level of the educational process to best benefit the students of the Memphis City Schools. A sample of each basic CAT report which is sent to school system personnel is included in this booklet. The contents discuss the format, interpretation and use of (1) the grouped Item Response Record, (2) the Objective Mastery Report (OMR), (3) CAT Results by Class, and (4) the OMR Season Summary. The use, advantage, and disadvantage of raw scores, percentile ranks, and stanines reported on the CAT, as well as, the Class Management Guide, are discussed. (PN)

ED 234 100 UD 022 834

Hood, Paul, Ed.
New Research: Changing Schools, Innovation Up Close, Improving Research Methods.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83

CONTRACT- 400-80-0103
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140) Collected Works - Serials (022)
DESCRIPTIONS- *Educational Improvement; Educational Innovation; *Educational Research; Elementary Secondary Education; *Information Utilization; Linking Agents; Literature Reviews; *Research Utilization; Teacher Role

This issue of Research and Educational Practice Improvement Notes discusses three recent studies on schooling: (1) "Changing Our Schools; The Realities," by Kenneth Tye; (2) "Innovation Up Close: A Field Study in Twelve School Settings," Volume Four of a study conducted by David P. Crandall and associates; and (3) "Methodological Research on Knowledge Use and School Improvement," a three-volume final report, by William N. Dunn, Burkhart Holzner, and their associates at the University of Pittsburgh. A synopsis of the Tye work, one of 30 technical reports comprising the "Study of Schooling" series, focuses on his findings regarding internal and external linkages and teacher characteristics in school improvement. Field study findings of the Crandall research, which analyzed the implementation of educational innovations at 12 school sites, are then summarized. Finally, approaches and techniques that Dunn et al. have identified as promising to expand present capacities for explaining, predicting, and shaping knowledge use are reviewed. (GC)

ED 234 115 UD 023 043

Tsuchida, Nobuya
A Model for Retention Research on Asian/Pacific American Students: A Case Study of the University of Minnesota.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; *Academic Persistence; Asian Americans; Higher Education; Indochinese; *Refugees; *School Holding Power; *Student Attitudes; *Vietnamese People
IDENTIFIERS- University of Minnesota

This paper is based on a study conducted among Asian American students, most of them Vietnamese refugees, at the University of Minnesota between 1980 and 1982. The study focused on the academic performance of students affiliated with the Office of Minority and Special Student Affairs (OMSSA) program, and examined some of the factors that may have influenced their academic progress. Transcripts of 498 students were analyzed to determine retention, and two questionnaires were administered to the students. Results indicate that: (1) between fall 1980 and spring 1982, the retention rate of OMSSA students fell to 74 percent; (2) the students maintained a grade point average of about 2.80; (3) 86 percent of the freshmen and 54 percent of the upperclassmen qualified for financial aid in 1981-82; (4) financial and family problems were the main causes of some of the students' poor academic performance; and (5) positive attitudes toward work were responsible for many of the students' positive performance. The paper concludes that only about 58 percent of the OMSSA students made adequate progress toward graduation, suggesting that as this group moves into the academic mainstream, its members encounter more difficulties and competition from majority students. (GC)

ED 234 007 SP 022 925

Amodoi, Wilson

An Examination of Factors Relating to the Effective Implementation of Agriculture Curriculum in Secondary Schools in Uganda. African Studies in Curriculum Development & Evaluation. No. 41.

African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)

DESCRIPTIONS- Administrator Role; *Agricultural Education; Curriculum Evaluation; Developing Nations; *Educational Facilities; *Faculty Mobility; Foreign Countries; *Instructional Materials; Program Effectiveness; *Program Implementation; Relevance (Education); Secondary Education; Teacher Attitudes; Tests

IDENTIFIERS- *Uganda

A study examined factors and problems that tend to hinder effective implementation of agriculture curriculum in Uganda's secondary schools. Comparisons of examination results revealed that the levels of achievement of secondary school students in agriculture fell below those of other science subjects. A survey was conducted in 10 schools where questionnaires were submitted to the headmasters, the agriculture teachers, and students of agriculture. Opinions were sought on teaching materials and facilities, teacher attitudes and training, school administration, the agriculture curriculum, and the examination system. Analysis of findings indicated that teaching materials and facilities were inadequate, and in some cases not available. Teachers were trained and competent but mobile; there were not enough teachers; and many were inexperienced. It was also found that administrators did not provide enough guidance and advice to teachers. The curriculum was found to be too broad to be covered sufficiently in the allocated time. Examinations were considered difficult due to the fact that teaching could not be accomplished properly because of lack of materials and facilities. Recommendations are offered for improvements. The survey questionnaires are appended, and findings are presented in tabular form. (JD)

ED 234 130 UD 023 065

Torres, Judith A.; And Others
Seward Park High School. Washington Irving High School. Chinese Bilingual Education Program, 1981-1982. O.E.E. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Apr 83
GRANT- G00-800-6609
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; Attendance; *Bilingual Education Programs; Bilingual Instructional Materials; Business Education; *Chinese; Curriculum Development; High Schools; Mathematics Achievement; Parent Participation; Program Descriptions; *Program Effectiveness; Reading Achievement; Staff Development; Transitional Programs; Vocational Education
IDENTIFIERS- *Chinese Bilingual Education Program NY; New York City Board of Education

The Chinese Bilingual Education Program operates at Seward Park and Washington Irving high schools in New York City. The program offers instructional and supportive services to native Chinese speakers of limited English proficiency. This report describes the program's history, philosophy, organization and staffing, funding, and goals and objectives; outlines activities undertaken in both its instructional and noninstructional components; and presents evaluation findings for 1981-82, the program's second year. It is concluded that most participating students at both schools surpassed program objectives in English, equalled or surpassed objectives in mathematics, science, social studies, and in business and vocational education, and performed well in their native language courses. In addition, the average attendance rate of program students exceeded the school average by 20 percent. In noninstructional areas, a biology text was developed for classroom use, and a translation of general science curriculum materials was begun. Academic and personal counseling was available to students, and family workers made home visits to parents when necessary. In turn, parents were generally responsive, attending program meetings and participating in the voluntary advisory committee. Development activities for staff included workshops, staff meetings, conferences, and university courses. (GC)

ED 234 038 SP 022 988

Denton, Jon J.
Do Early Field Experiences in Teacher Education Provide a Meaningful Context for Acquiring Pedagogical Knowledge?
Texas A and M Univ., College Station. Instructional Research Lab.
REPORT NO.- TE-83004
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Critical Thinking; *Field Experience Programs; Higher Education; *Methods Courses; Preservice Teacher Education; *Program Effectiveness; *Program Improvement; Progressive Education; Socialization; Student Attitudes; Teacher Effectiveness; Teacher Role; *Teaching Experience

A review of studies on early field experiences centers on John Dewey's belief that pre-practice teaching laboratory experiences should foster reflective criticism of educational purposes and instructional methods and result in more effective student teaching experiences. Current studies have indicated that early field experiences, by focusing on how to complete classroom tasks and by excluding consideration of why tasks are important, encourage imitation rather than reflective thinking and experimentation. An effective early field experience program should promote teaching candidates' analytical skills and their teaching concepts and skills. Program designers should consider establishing a content structure, in teaching methods courses, which will serve as a foci for observation activities. Preservice students would be expected to integrate field observation information with formal descriptions and definitions in subsequent coursework, addressing the components of clinical pedagogical knowledge, e.g., diagnosis, communication, planning, managing, and evaluation. (JD)

ED 234 053 SP 023 020

Petersen, Renee; Tiffany, Margaret
Instructional Strategies for Constructive Controversies.
PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Controversial Issues (Course Content); Critical Thinking; Discussion (Teaching Technique); Discussion Groups; Elementary Secondary Education; Grouping (Instructional Purposes); *Perspective Taking; *Role Playing; Student Participation; *Student Role; *Teacher Role; Teaching Methods
IDENTIFIERS- *Constructive Controversy

Constructive controversy has many benefits in the classroom. The benefits of constructive controversy, however, depend on the way the teacher structures the controversy, the skill level of the students, and the materials and resources available. The controversy model involves eight steps: (1) introducing the controversy; (2) assigning groups and perspectives; (3) learning perspectives and preparing arguments; (4) presenting positions; (5) the actual controversy; (6) perspective reversal; (7) open discussion; and (8) group report. The skills used in a constructive controversy are designed to keep communication channels open, bring out facts and ideas, enhance perspective taking, and make sure everyone participates in a cooperative atmosphere. The teacher needs to emphasize these skills continually through observation, intervention, and processing. Adapting a curriculum can be accomplished using almost any subject area which involves higher levels of thinking and has no simple or obvious solutions to the problem. A controversy curriculum can be designed for a single class or multiple sessions. Once the topic is selected, the teacher needs to organize materials, including a collection of general background information articles. To differentiate the controversy, the teacher writes a position statement which gives an overview of the controversy and specifically states the assigned role for each perspective. Depending on the teacher's objectives, there are many options for designing the group report. (JMK)

ED 234 084 TM 830 582

Halpern, Edward S.
Auditing Naturalistic Inquiries: Some Preliminary Applications. Part 1: Development of the Process. Part 2: Case Study Application.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Case Studies; *Evaluation Methods; Formative Evaluation; *Models; Program Development; *Reliability; Summative Evaluation; *Validity
IDENTIFIERS- *Audits; *Naturalistic Research

This paper describes how a naturalistic inquirer can demonstrate rigor, or trustworthiness, and how an auditor might assess it. Looking at both inquiry products and processes, Part 1 of this paper describes how an audit may assess whether an inquiry's findings and conclusions are grounded in the raw data, and whether appropriate conventions were followed and disciplined decisions were made. Recommendations are made for the types and format of data which make an inquiry auditable, and a series of auditing procedures and guiding questions which help gauge trustworthiness criteria for confirmability and dependability. Part 2 illustrates an application of the audit model presented in Part 1. The first section contains a condensed version of an actual case writeup, which provides a context for the study being audited, and the set of auditing procedures employed. The second section contains the auditor's report presented to the auditee upon completion of the audit. (Author/PN)

ED 233 975 SP 022 517

Connors, G. Patrick
Difference Between Strain and Sprain.
Hamilton Hospital, Trenton, NJ. Inst. for Medicine in Sports.
PUB DATE- 3 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Athletics; Definitions; *Injuries
IDENTIFIERS- PF Project; Sports Medicine

Provided in this description of the differences between a strain (damage to the muscle or tendon) and a sprain (damage to the ligament) are definitions of mild, moderate, and severe (first, second, and third degree) strains and sprains. A final caution is given that these are two separate and distinct problems and should be treated as such. (DC)

ED 233 993 SP 022 875

Wheeler, Alan H.
Critical Issues in Internationalizing Teacher Education: A Formula for Developing Global Perspectives. Initial Draft.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Curriculum Design; Futures (of Society); *Global Approach; Higher Education; Inservice Teacher Education; *Intercultural Programs; International Educational Exchange; *International Programs; Multicultural Education; Preservice Teacher Education; *Student Attitudes; *Study Abroad; *Teacher Education Programs
IDENTIFIERS- *Radford University VA

Before 1978, the School of Education at Radford University (Virginia) had no international/multicultural programs. Through organizational change and the development of a commitment to international education, numerous preservice and inservice programs have emerged. A model teacher education program has also been conceptualized and institutionalized as a result of this change process. Six programs that have emerged are: (1) Undergraduate Student Exchange Program; (2) Graduate Inservice Program for Teachers and Administrators; (3) Student Teaching Program; (4) Undergraduate Student Semester Abroad; (5) Technical Assistance from Abroad; and (6) Delivery of Inservice Programs and Courses in Overseas Settings. Information about the processes used to effect these changes could benefit those in positions of leadership in similar educational institutions. This paper describes these strategies, along with international dimensions of the programs and the new teacher curricula which have emerged. Appended are charts, tables, and figures concerning topics such as departmental organization, the infusion of the international/multicultural component into the university curriculum, and at what point different multicultural education activities are introduced for different courses. (SP)

Lomas, Charles F.; Mys, Donald P.
Summary of the 1981-82 Dearborn Students on the American College Tests (ACT). Bulletin No. 1210.
Dearborn Public Schools, MI. Office of Research and Evaluation.
PUB DATE- 16 Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Tests; *College Entrance Examinations; English; High Schools; Quantitative Tests; Science Tests; *Scores; Social Studies; Tables (Data); *Test Norms; Test Results
IDENTIFIERS- *American College Testing Program; *Dearborn Public Schools; MI

This summary of Dearborn high school student performance on four achievement tests of the American College Testing Program (ACT) presents data for 768 junior and senior students who took the test during the 1981-82 school year. The ACT mean composite score for Dearborn students continues to be above the national norm. Students scored consistently above the national norm on the mathematics, social studies, and natural science tests, but their mean score on the English Usage Test was below the national norm for the third consecutive year. Mean scores of males on the English test showed a gain of +0.1 points over the nation norm, while females showed a gain of -0.7 points. Overall, the ACT results along with current Scholastic Aptitude Test (SAT) scores show that Dearborn college-bound students, while having some difficulty in English, score high academically and above the national norm. Data from the ACT High School Profile are summarized in the Appendix. (LC)

ED 234 101 UD 022 854

Cafferty, Pastora San Juan; Spangenberg, Gail
Backs against the Wall: Urban-Oriented Colleges and Universities and the Urban Poor and Disadvantaged.
Ford Foundation, New York, N.Y.
REPORT NO.- ISBN-0-916584-22-4
PUB DATE- 83
AVAILABLE FROM- Ford Foundation, P.O. Box 559, Naugatuck, CT 06770 ($4.00; 10 or more, $3.20 each).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- *Basic Skills; College School Cooperation; *Economically Disadvantaged; Educational Assessment; Educational Diagnosis; Elementary Secondary Education; English (Second Language); Faculty Development; Financial Problems; Higher

Education; *Institutional Cooperation; Outreach Programs; School Community Relationship; Staff Development; *Two Year Colleges; Urban Areas; *Urban Universities
IDENTIFIERS- Boston Six MA; Ford Foundation; Hartford Higher Education Hispanic Project; Jersey City State College NJ; Miles Skills Upgrading Program AL; San Francisco Consortium CA; University of the District of Columbia

This report addresses specific problems that urban-oriented colleges and universities face in meeting the educational needs of the urban poor and disadvantaged, and explores what is being and can be done about these problems. Six programs funded by the Ford Foundation are described. Four of these deal with basic skills and related services. They are (1) a cooperative effort between Miles College and the public schools in Birmingham, Alabama; (2) a faculty development project led by Jersey City State College in cooperation with several colleges in Hudson County, New Jersey; (3) community outreach and English as a Second Language (ESL) activities in Hartford, Connecticut; and (4) a program for developing and implementing diagnostic testing services, housed at the University of the District of Columbia. The other two programs described, which address the problem of institutional planning and cooperation are (5) a planning and assessment project carried out by the San Francisco (California) Consortium; and (6) a collaborative effort between Boston, Massachusetts, public schools and six public higher education institutions. Cost and funding problems of urban institutions are also examined. It is recommended that ESL programs be strengthened and expanded; that imaginative recruitment, testing, and placement programs be launched in urban areas; that college, high school, and community-based counseling and guidance programs be developed and expanded; and that staff and faculty development programs be undertaken. Appended to the report are lists of Ford Foundation Conference participants (for May 1980) and of Ford Foundation grants. (GC)

ED 234 116 UD 023 045

Reynolds, Wm. Bradford
Remarks before the National Bar Association (Seattle, Washington, August 9, 1983).
Department of Justice, Washington, D.C. Civil Rights Div.
PUB DATE- 9 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Civil Rights; *Court Litigation; Elementary Secondary Education; Equal Opportunities (Jobs); *Federal Government; Housing Discrimination; *Law Enforcement; *Racial Discrimination; School Desegregation; Voting Rights
IDENTIFIERS- *Reagan Administration

In this speech, the Assistant Attorney General of the Civil Rights Division, U.S. Department of Justice, focuses on the civil rights enforcement record of the Justice Department under the Reagan Administration. First, in the area of voting rights, Reynolds describes how jurisdictions covered by the "preclearance" requirements of the Voting Rights Act were asked to submit redistricting plans to the Attorney General's office for approval; no proposal, he emphasizes, was cleared until officials were sure that it had neither a racially discriminatory purpose nor effect.

Other efforts to ensure black Americans' right to vote are also outlined. Second, the record of the Reagan Administration in criminal civil rights prosecutions is reviewed briefly. Third, Reynolds discusses school desegregation, outlining suits filed by the Federal government against various school districts. Fourth, enforcement of fair housing statutes is discussed, and fifth, Federal efforts to erase employment discrimination are described. In conclusion, Reynolds contends that despite charges to the contrary, the Justice Department under Reagan is indeed enforcing civil rights for racial minorities. (GC)

ED 233 976 SP 022 518

Connors, G. Patrick
Arthroscopic Surgery.
Hamilton Hospital, Trenton, NJ. Inst. for Medicine in Sports.
PUB DATE- 17 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Athletics; *Injuries; Opinion Papers; *Surgery
IDENTIFIERS- *Orthopedic Surgery; PF Project; Sports Medicine

Arthroscopic surgery (or microsurgery) is a significant breakthrough in treating knee injuries. Its applications range from basic diagnosis to arthroscopic menisectomy, although its use in some procedures is still highly controversial. Many surgeons perform the diagnostic procedure, but follow this with the conventional surgical approach. Therefore, if arthroscopic surgery is being considered, the surgeon's plans and capabilities should be understood beforehand. The arthroscopic approach can be superior to traditional knee surgery because there is significantly less damage done to the joint and the recovery time is cut in half. Not all surgical procedures can be accomplished via the arthroscope; some that can be performed are menisectomy, debridement, and chondroplasty. Further information can be obtained from the American College of Orthopedic Surgeons. (DC)

ED 234 023 SP 022 955

Griffin, Gary A.

Expectations for Student Teaching: What Are They and Are They Realized?

Texas Univ., Austin. Research and Development Center for Teacher Education.
REPORT NO.- RDCTE-9034
PUB DATE- Apr 83
AVAILABLE FROM- Research and Development Center for Teacher Education, Education Annex 3.203, University of Texas at Austin, Austin, TX 78712 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cooperating Teachers; *Expectation; Higher Education; Preservice Teacher Education; Student Attitudes; *Student Teachers; *Student Teacher Supervisors; *Student Teaching; *Teacher Attitudes
IDENTIFIERS- Texas

This paper, part of a larger study conducted by the Research and Development Center for Teacher Education at the University of Texas at Austin, presents findings regarding what expectations are brought to student teaching by student teachers, cooperating teachers, and university supervisors. The expectations of 93 student teachers, 91 cooperating teachers, and 17 university supervisors are discussed in terms of themes, and the degree to which their expectations are perceived as being met is reported. Relation of expectations to other personal and professional characteristics of participants is discussed, and implications of the findings are suggested. Discrepancies between participants' views of student teaching's value as a component of teacher preparation programs and the study's conclusions on the same subject are detailed. It is noted that constructs measured by survey instruments included: empathy, locus of control, flexibility, education preference in terms of traditional to progressive, teacher concerns, self-esteem, conceptual level, cognitive style, the work of teaching, and vocabulary. (JMK)

ED 234 085　　TM 830 587

Dangel, Timothy R.
A Design for Evaluating and Reporting the Effectiveness of a School System Developed Science Curriculum.
Anne Arundel County Public Schools, Annapolis, Md.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Elementary Secondary Education; *Evaluation Methods; *Models; *Program Effectiveness; *Program Evaluation; School Districts; *Science Curriculum
IDENTIFIERS- *Anne Arundel County Public Schools MD

This evaluation report describes the process by which a large urban-suburban school system evaluated a locally developed, systemwide, kindergarten through grade 12 science program and the results of the evaluation. The evaluation was based upon a set of broad evaluation questions related to three components of the science program: (1) the science curriculum, (2) student performance in and attitudes toward science, and (3) science instruction. Although the evaluation focused on the science curriculum, the design is applicable to other curricula. The design for answering the questions provided for both internal and external evaluations and for the collection of both new information and the aggregation of existing information. The final report was organized to meet the information needs of a variety of audiences by summarizing all data under the evaluation questions. The value and importance of the model are that it is manageable, can be implemented by a small staff, uses standardized and locally developed instruments, produces a report of results which is comprehensive yet understandable by a lay board of education, and fosters the use of evaluation results for ongoing program refinement and improvement. (PN)

ED 234 131 UD 023 066

Title I, Part B, Institutionalized Facilities Program, Summer 1982. Annual Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Gains; *Career Education; Child Neglect; *Delinquency; Elementary Secondary Education; Inservice Teacher Education; *Institutionalized Persons; *Job Skills; *Program Effectiveness; Summer Schools
IDENTIFIERS- Career Ed Pre Vocational Skills Assessment Inven; *Institutionalized Facilities Program NY; New York City Board of Education

This 1982 summer Title I, Part B, Institutionalized Facilities Program provided supplementary career instruction to 188 students residing in facilities for neglected and delinquent children and youth. This report briefly describes the program, providing information on methodology, physical setting, equipment, and supplies; population and class size; goals and instructional activities; student records and assessment; implementation problems; and teacher background, inservice training, and supervision. Analysis of pupil achievement data indicates that the program was highly effective in meeting its proposed goals. Nearly all (94 percent) of participating students met the objective of mastering at least two new vocational skills, as measured by the Career Education/Pre-Vocational Skills Assessment Inventory. (GC)

ED 234 008 SP 022 926

Ekoot, Banjamin Rarakit Oluk
The Achievements of the Uganda Diploma in Business Studies Course To Date. African Studies in Curriculum Development & Evaluation. No. 42.
African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Dissertations/Theses - Undetermined (040)
DESCRIPTIONS- Admission Criteria; *Business Education; *Course Content; *Curriculum Development; Developing Nations; Foreign Countries; Higher Education; *Program Effectiveness; *Program Evaluation; Relevance (Education); School Business Relationship; Teaching Methods; Textbook Evaluation; Trend Analysis
IDENTIFIERS- *Uganda

This paper begins with a discussion of reasons why the Uganda College of Commerce was established and how the curriculum for the Uganda Diploma in Business Studies (UDBS) was developed. A historical survey of the course development is presented, focusing on the course objectives. The achievements and non-achievements of the UDBS are analyzed, based on evidence from official college records and informal interviews with college personnel and UDBS graduates. Several conclusions about the program are noted. With the UDBS, Uganda has its own technician-level national qualification in business education independent of foreign instruction. The UDBS, a unique course in Uganda's educational system, has produced locally trained technician-level manpower for public and private commercial/industrial businesses. On the negative side, the course has not offered enough opportunities for higher professional studies, and its largest problem has been finding qualified teachers. Finally, industries have not been encouraged to participate in the training program of the College which provides the UDBS course. Recommendations are made for improvements. (JD)

ED 234 039 SP 022 989

Mangano, Nancy G.; And Others

External Validity Issues Associated with Classroom Observational Research.

Texas A and M Univ., College Station. Instructional Research Lab.
PUB DATE- 25 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Classroom Observation Techniques; *Classroom Research; Educational Research; Elementary Secondary Education; Evaluation Methods; *Interaction Process Analysis; *Measurement Techniques; Student Behavior; Teacher Behavior; Teacher Effectiveness; Teaching Methods; *Test Validity

This paper examines aspects related to the validity of process-product research involving classroom observation and teacher effectiveness. Differences in categories, terminology, and definitions of five classroom observation instruments are delineated and discussed in relation to their various effects on the validity of process-product research findings. The instruments analyzed are: (1) Teacher and Child Dyadic Interaction observation system; (2) Reading and Mathematics Observation System (RAMOS); (3) Coding System for the First Grade Reading Group Study; (4) Classroom Observation Instrument; and (5) Group Reading Interaction Pattern Observation Instrument (GRIP). Inconsistencies between actual verbal behaviors and teachers' intentions for these verbal behaviors are also discussed. Suggestions for selecting and writing terms and definitions point out the necessity for consistency of terminology and definitions of categories and subcategories across observation instruments. It is recommended that coding of teachers' intended behaviors, rather than their exact linguistic form, would result in more valid findings in the area of process-product research. (Author/JD)

ED 233 994 SP 022 877

Ballantine, Robert J.
What Research Says: About the Correlation between Athletic Participation and Academic Achievement.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Academic Achievement; *Athletes; *Athletics; College Students; Higher Education; High School Students; Junior High School Students; Secondary Education; Sex Differences; *Student Participation

Research has differing things to say about the effects of athletic participation on the academic achievement of athletes. Interest in this relationship has generated a number of studies at the high school and college levels, although little has been done at the junior high school level. A review, done in 1934, of 41 studies found that non-athletes performed slightly better in schoolwork than did athletes, and that athletes tended to get better grades once the sports season was over. More recent studies show a positive relationship between academic achievement and athletic participation. Similar results were found in a 10-year study which showed that athletes' academic achievement was not significantly lower than that of non-athletes. A study extending previous research found that participation in athletics had a positive effect on participants' aspirations and income. One study found athletics interfering with the academic objectives of high school; however, other studies found athletic participation had a positive rather than negative effect and that a greater proportion of athletes rather than non-athletes attend college. Results have shown that there appears to be a correlation between participation in sports and academic achievement, but further studies need to be undertaken. (JMK)

ED 234 054   SP 023 021

Comprehensive Education Plan: "Improving the Quality of Teaching and Learning." School Year 1983-84.
District of Columbia Public Schools, Washington, D.C.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTIONS- Bilingual Education; Competency Based Education; Curriculum Design; Educationally Disadvantaged; *Educational Objectives; Educational Technology; Elementary Secondary Education; *Long Range Planning; *Master Plans; Program Budgeting; *Program Improvement; *Public Schools; Resource Allocation; Testing
IDENTIFIERS- *District of Columbia Public Schools

This document presents in detail the master plans for the 1983-84 school year of the District of Columbia public schools. Priority areas were identified as instruction, management improvement, planning, quality assurance, resource development, and community relations. General statements of long-range objectives and achievement indicators are outlined for each of these areas. Desired learning outcomes are discussed. An analysis of test results is presented with identification of systemwide target areas for improvement. Descriptions are given of development in instructional programs in the areas of: (1) competency-based curriculum; (2) educational technology; (3) public/private partnerships; (4) career development; (5) adult, continuing education and staff development; (6) special education and pupil personnel services; and (7) bilingual education. Efforts currently underway in working with educationally disadvantaged children are described. Program summaries are given for basic skill development and educational improvement and support services. Statements on long-range goals from the offices of the educational policymakers for the District of Columbia are presented. (JD)

ED 234 069   TM 830 548

California Achievement Test Results. Grades 1-6. 1981-1982. Tech Memo.
Mesa Public Schools, AZ. Dept. of Research and Evaluation.
PUB DATE- 11 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Achievement Tests; *Educational Legislation; Elementary Education; Feedback; Language Arts; Mathematics; *National Norms; Reading; Standardized Tests; State Legislation
IDENTIFIERS- *California Achievement Tests

The California Achievement Test was administered to the students of the Mesa Public Schools in April, 1981, and again in April, 1982. This state-mandated test is administered to all students in grades 1 through 12. Although this report is directed toward the performance of Mesa students at the elementary level, a general overview of the performance of all Mesa students is included. Information is presented in terms of grade equivalence scores, percentile rankings, stanines, and scale scores. Norm values are also presented. Mesa's performance, considering scale scores, is well above that of the national sample in all areas (i.e., reading, grammar, and mathematics) and at all grade levels. Overall performance summed over grades indicates the students are doing extremely well in all curriculum areas, but a little better in math, with grammar a close second and reading somewhat below the other two areas. Using a comparison between the school mean and the national norm mean for schools and a comparison between school performance in 1981 and school performance in 1982, a number of schools indicated excellent performance on both criteria. An attempt was made to identify those schools that did not fit into these categories. (PN)

ED 234 117 UD 023 046

McGhee, James D.
Black Solidarity: The Tie That Binds.
National Urban League, Inc., Washington, D.C. Research Dept.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- *Black Attitudes; *Blacks; Educational Attainment; Employment Level; *Family Income; Family Structure; *Group Unity; Racial Bias; Racial Discrimination; *Social Differences; Voting

In light of the progress that black Americans as a group have made during the last two decades, a survey was conducted to examine socioeconomic and attitudinal differences within the black community. In this report, the following findings are highlighted: (1) there are subgroups of blacks that are clearly definable by income, education, family type, and occupational level; (2) nearly 40 percent of black families have incomes below $10,000 per year, while ten percent have annual incomes above $35,000; (3) black college attendance increased 93 percent between 1970 and 1980, but the high school dropout rate is still 25 percent; (4) married couple families (54 percent in 1980) and female headed families (42 percent) constitute the two major black family groupings; (5) despite economic differences, most blacks feel a kinship with other blacks that transcends economics; (6) in both high and low income families, unemployment was seen as the most important problem; (7) black respondents with the highest household income mentioned experiencing racial prejudice as frequently as did those with the lowest incomes; (8) cynicism among blacks at high occupational levels indicates their sympathy with rather than antagonism toward

those at lower levels; (9) record turnouts of black voters for black candidates and the lopsided majority of votes these candidates receive demonstrate black solidarity most dramatically. It is concluded that the continued prevalence of racism in American society binds blacks together with a force far stronger than the divisive effects of economic or educational differences. (Author/GC)

ED 233 977 SP 022 519

Connors, G. Patrick
Chondromalacia.
Hamilton Hospital, Trenton, NJ. Inst. for Medicine in Sports.
PUB DATE- 10 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTIONS- *Athletics; Etiology; *Injuries; Physical Therapy
IDENTIFIERS- PF Project; Sports Medicine

Chondromalacia is the degeneration of the hyaline cartilage on the under surface of the kneecap. Its causes include patella maltracking (the kneecap does not glide properly over the joint), posttraumatic condition, and chronic overuse. The treatment can be a controlled rehabilitation program, various bracing techniques, foot orthoses, or, in severe cases, surgery. If the knee hurts, the activity responsible for the pain should be discontinued. If the condition persists, the advice of a physician should be sought. (DC)

ED 234 024 SP 022 956

Griffin, Gary A.
Interactive Research and Development on Schooling: Antecedents, Purposes, and Significance for School Improvement.
Texas Univ., Austin. Research and Development Center for Teacher Education.
REPORT NO.- RDCTE-9035
PUB DATE- Apr 83
AVAILABLE FROM- Research and Development Center for Teacher Education, Education Annex 3.203, University of Texas at Austin, Austin, TX 78712 ($2.25).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Action Research; College School Cooperation; *Cooperative Programs; Educational Improvement; *Educational Research; Elementary Secondary Education; *Institutional Cooperation; Program Effectiveness; *Research Design; Research Methodology; *Research Utilization; Staff Development
IDENTIFIERS- *Interactive Research and Development on Schooling; Theory Practice Relationship

This paper introduces the antecedents and concepts underlying a 2-year investigation of Interactive Research and Development on Schooling (IR&DS). IR&DS is an alternative means of conducting school-based research and development and is seen as a means to: (1) involve school personnel in systematic inquiry; (2) improve the utility of research findings for the improvement of educational practice; (3) reduce the time lag between knowledge generation and knowledge utilization; (4) strengthen local education agency capability to act upon school problems; (5) coordinate school improvement activities between higher education agencies and local education agencies; (6) generate knowledge about schooling practices; and (7) provide professional growth opportunities to participants in the process. The paper is organized into six sections. First, an overview of IR&DS is presented. This is followed by a delineation of the purposes of the implementation of the strategy. Antecedents to IR&DS are presented with particular attention given to the first test of the model in the late 1970s. The differences between that test and the present study are discussed. Last, the relation between IR&DS and school improvement and staff development is advanced as a preliminary proposition based upon findings from the present study. (JD)

ED 234 086 TM 830 588

Dangel, Timothy R.; Rhoades, Thomas W.
A Design for Evaluating Vocational Education Which Can Be Implemented within School Systems.
Anne Arundel County Public Schools, Annapolis, Md.
PUB DATE- Apr 83
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Data Analysis; *Evaluation Methods; *Models; *Program Evaluation; School Districts; *Vocational Education
IDENTIFIERS- *Anne Arundel County Public Schools MD

This evaluation report describes the process by which a large, urban-suburban school system evaluated its vocational education program and the results of the evaluation. The evaluation was built upon a set of broad evaluation questions addressing two components of the vocational-technical program: (1) questions related to employer needs and program planning, and (2) questions related to the vocational-technical centers and the comprehensive high school programs. Although the specific program area of focus was vocational-technical education, the design is applicable to other curricula. The evaluation, which was advised by representatives of the public and local industry, provided for survey data from a variety of sources which impacted on or were impacted by vocational education. The value of the design is that it is manageable, can be implemented by a small staff, uses instruments which, although locally constructed, appear to be valid, and provides for a report of results which is comprehensive yet understandable by a lay board of education and which provides direction for ongoing program refinement and improvement. (Author/PN)

ED 234 102 UD 022 901

Ascher, Carol
Hispanics and Employment. ERIC/CUE Fact Sheet Number 15.
ERIC Clearinghouse on Urban Education, New York, N.Y.
PUB DATE- Jan 83
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, New York, NY 10027 (free).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Cubans; Educationally Disadvantaged; Employment Level; Employment Problems; *Employment Statistics; Ethnic Discrimination; Ethnic Distribution; Females; *Hispanic Americans; Income; Language Proficiency; Literature Reviews; Males; *Mexican Americans; *Puerto Ricans
IDENTIFIERS- Fact Sheets; PF Project

Employment statistics of Mexican-American, Cuban-American, and Puerto Rican men and women are compared with each other and with blacks and whites. Facts and figures are provided for geographic distribution, labor force participation (employed or seeking a job), type of occupation (blue-collar or white-collar), and income. Barriers to employment which are discussed include lack of English fluency, low level of education, and discrimination. Finally, the recommendations of the National Commission on Employment Policy for improving the employment situation of Hispanic-Americans are described. (DC)

ED 234 132 UD 023 069

Equal Opportunity in Presidential Appointments. A Statement of the United States Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTIONS- Alaska Natives; American Indians; Asian Americans; Blacks; Civil Rights; *Equal Opportunities (Jobs); *Federal Government; *Females; Hispanic Americans; *Minority Groups; Pacific Americans; Public Agencies; *Public Officials; Racial Composition
IDENTIFIERS- *Reagan Administration

This detailed examination of the representation of women and minorities in the most responsible positions in the Federal Government shows that such representation in the Reagan administration is below the levels achieved in the Carter administration. It is shown that, although representation levels during the Carter years were in some cases low, these did carry forward a positive trend begun during previous administrations. A number of tables are presented to show that under Reagan, fewer women have been appointed to top fulltime positions at most departments and agencies, and that a sharp drop in the appointments of blacks has also occurred. Also illustrated is a lower representation of women and minority men among presidential appointments to the Federal judiciary, to U.S. attorney and U.S. marshal positions, to ambassadorships, and to top Foreign Service and other positions at the State Department. (CMG)

ED 234 009 SP 022 928

Mukhalu, Francis
Techniques and Strategies of Improving the Supervision, Assessment and Evaluation of the Competence of Student Teachers in the Kenya Primary Teachers' Training Colleges. African Studies in Curriculum Development & Evaluation. No. 44.
African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Dissertations/Theses - Undetermined (040)
DESCRIPTIONS- Developing Nations; Elementary School Teachers; *Evaluation Methods; Foreign Countries; Higher Education; Preservice Teacher Education; Schools of Education; *Student Teachers; Student Teaching; *Supervisory Methods; *Teacher Education Programs; *Teacher Evaluation
IDENTIFIERS- *Kenya

This study reviews various assessment and evaluation models, used in Kenya's colleges, for determining teachers' competency and discusses techniques and strategies for improving supervision, assessment, and evaluation of student teachers during their teaching practice. Various ways to improve the handling of teaching methodology in college are also mentioned. Chapter 1 provides a general introduction by stating study objectives; defining key terms; providing a general bakcground; discussing study limitations, obstacles, and the nature and order of the presentation; and proposing the hypothesis. Chapter 2 reviews existing literature on the subject of evaluation and draws some general conclusions. Chapter 3 discusses the study's conceptual framework and methodology and describes research tools and field work undertaken. Chapter 4 presents and analyzes the study's findings in great detail and offers conclusions based on those findings. Multiple assessment instruments, a bibliography, and a glossary are appended. (JMK)

ED 234 040　　　　　　　　　　SP 022 991

Staying Healthy. A Bibliography of Health Promotion Materials.

Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.

PUB DATE- May 83

AVAILABLE FROM- National Health Information Clearinghouse, P. O. Box 1133, Washington, DC 20013 (send self-addressed mailing label; limited supply).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTIONS- Annotated Bibliographies; *Disease Control; *Educational Resources; *Health Education; Health Needs; Nutrition; Physical Fitness; *Physical Health; Primary Health Care; *Public Health; *Special Health Problems

This annotated bibliography of health promotion materials describes pamphlets, films, and posters for the general public and contains program guidelines, directories, and technical papers of interest to health professionals. To compile this volume, each Public Health Service agency selected, from among its publications, those which offer information on important health habits to adopt and maintain and on disease prevention actions. Following the body of the bibliography, a section on general resources gives an overview of the health information resources within the Department of Health and Human Services. The last section provides ordering information: addresses, telephone numbers, and, in some cases, information on postage, handling, credit cards, and invoicing. (JD)

ED 234 070 TM 830 550

White, Richard T.
Describing Cognitive Structure.
PUB DATE- Nov 79
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Associative Learning; *Cognitive Measurement; *Cognitive Structures; Instruction; Interviews; *Memory; *Models; Performance Factors; Recall (Psychology); Schemata (Cognition); Test Construction; Testing

This paper discusses questions pertinent to a definition of cognitive structure as the knowledge one possesses and the manner in which it is arranged, and considers how to select or devise methods of describing cognitive structure. The main purpose in describing cognitive structure is to see whether differences in memory (or cognitive structure) are related to subsequent differences in performance. This purpose influences the discussions of both models and dimensions of cognitive structure and current methods of assessing cognitive structure. The model of cognitive structure discussed is a static one, consisting of four units or elements: propositions, images, episodes, and intellectual skills. These elements, in turn, affect the nine dimensions of cognitive structure considered: extent, precision, internal consistency, accord with reality, variety of types of element, variety of topics, shape (or form of organization of cognitive structure), ratio of internal to external associations, and availability. Among the current methods of assessing cognitive structure that are discussed are school tests, word associations, graph construction, general interviews, and restricted interviews. Future developments in methods of describing cognitive structure include refining procedures for converting responses obtained by present methods to a vector of dimensional scores, or inventing new methods, each directed at a single dimension. (LC)

ED 233 978 SP 022 520

Connors, G. Patrick
Heat Problems.
Hamilton Hospital, Trenton, NJ. Inst. for Medicine in Sports.
PUB DATE- 12 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Athletics; Environmental Influences; Exercise Physiology; Guidelines; *Heat; *Jogging; *Physical Disabilities; Physical Health; *Prevention
IDENTIFIERS- PF Project; Sports Medicine

Heat problems and heat cramps related to jogging can be caused by fluid imbalances, medications, dietary insufficiency, vomiting or diarrhea, among other factors. If the condition keeps reoccurring, the advice of a physician should be sought. Some preventive measures that can be taken include: (1) running during the cooler hours of the day; (2) watching the humidity and temperature and adjusting workouts accordingly; (3) not wearing a fully closed hat or head gear; (4) not taking salt pills unless so directed by a physician; (5) taking water breaks; (6) wearing cotton clothing and allowing body surfaces to be exposed; (7) keeping track of weight loss; (8) being aware of concurrent medical problems; (9) taking time to acclimatize to environmental changes; and (10) maintaining a slowly progressive program. (DC)

ED 233 995 SP 022 883

Styer, Sandra
Integrating Women's Studies in Teacher Education: Some Recommended Strategies.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Change Strategies; *Curriculum Development; Feasibility Studies; Higher Education; Instructional Development; *Instructional Materials; Needs Assessment; *Teacher Education; *Teaching Methods; Team Teaching; *Womens Studies

The feasibility of incorporating women's studies into the regular teacher education curriculum was explored. Suggestions and recommendations on developing the curriculum were made, focusing on considerations such as: (1) availability of adequate resource materials; (2) development of sample course syllabi for instructors of women's studies in teacher education; (3) possible teaching strategies, such as cross-listing courses and team teaching; (4) degree to which women's studies have already been included in teacher education; (5) faculty members who would be willing to serve as resource persons in education classes; and (6) developmental possibilities inherent in seminars and study/discussion group sessions. (JD)

ED 234 055 TM 820 882

Solomon, Charlotte
A Manual for Preparing Special Test Editions for the Handicapped.
Educational Testing Service, Princeton, N.J.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; Higher Education; Program Development; *Test Construction; Test Format; Testing Problems; Testing Programs; Test Items; *Visual Impairments
IDENTIFIERS- *Educational Testing Service; *Test Adaptations; Testing Conditions

To meet the needs of visually-impaired candidates, Educational Testing Service (ETS) has traditionally provided tests in three special formats: large-print, Braille, and cassette. Certain ETS programs permit the use of the candidate's reader or the use of amanuensis, that is, someone who records answers for the candidate. The primary goal of anyone who adapts an ETS Test for blind or visually-impaired candidates is to provide a test that presents a task equivalent to that presented to sighted candidates. This manual contains both an outline of existing procedures and a number of recommendations. Its purpose is to aid test development staff who have responsibility for preparing tests in large-print, Braille, and cassette editions. Program Direction staff has the responsibility for planning the production of special editions, arranging for printing and taping, deciding testing time, designating which test form will be the base test for special editions, and checking quality control. The roles of test development coordinator, assembler and adapter are discussed. Guidelines for item adaptation and narration include special considerations for quantitative item

types. Test development tasks in adapting tests for the visually impaired, a checklist for test adapter, test adapter's control sheet, and additional information about testing the handicapped are included in the appendices. (Author/PN)

ED 234 118 UD 023 047

Radzikowski, Jack
The National Evaluation of School Nutrition Programs. Final Report - Executive Summary.
Food and Nutrition Service (DOA), Washington, D.C.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Breakfast Programs; Costs; Elementary Secondary Education; Eligibility; Expenditures; Family Income; *Federal Programs; *Lunch Programs; National Programs; *Nutrition; *Program Effectiveness; *Student Participation

This is a summary of the final report of a study (begun in 1979) of the National School Lunch, School Breakfast, and Special Milk Programs. The major objectives of the evaluation were to (1) identify existing information on the school nutrition programs; (2) identify determinants of participation in the programs and develop statistical models for forecasting participation rates; (3) determine the impact of the programs upon students and their families; and (4) determine whether existing benefit levels are appropriate for participants' needs. In this summary information is presented on the evaluation methods employed, general characteristics of the school nutrition programs, and socioeconomic characteristics of participants. Also detailed are findings regarding the programs' impact on family food expenditures, on the nutrient intake of participating students, and on students' growth and development. Finally, the effects upon program participation of eligibility criteria and price of meals provided are described. (GC)

ED 234 133 UD 023 071

Strategies for Promoting Health for Specific Populations.

Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.

REPORT NO.- DHHS-PHS-81-50169
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- American Indians; Asian Americans; Blacks; *Government Role; *Health Needs; *Health Services; Hispanic Americans; *Minority Groups; Older Adults; Pacific Americans; *Preventive Medicine; Program Development; *Public Policy

This report presents the findings of a series of meetings convened by the Department of Health and Human Services for the purpose of first, examining the health needs, priorities, and concerns of minorities; and second, considering related Federal actions. Included is an overview of the meetings' content, as well as individual chapters on the health needs of five specific populations: (1) Asian/Pacific Americans; (2) Black Americans; (3) Hispanic Americans; (4) the elderly; and (5) American Indians. For each group, meeting discussions are reviewed, focusing on: (1) prevention priorities; (2) health promotion and protection, including preventive services; and (3) implementation strategies, including grants to states and localities, research and demonstration projects, monitoring and surveillance, dissemination, technical assistance, manpower development, and direct services. Appended to the report is a list of members of each consultation group participating in the meetings. (GC)

ED 234 025 SP 022 957

Griffin, Gary A.
Student Teaching and the Commonplaces of Schooling.
Texas Univ., Austin. Research and Development Center for Teacher Education.
REPORT NO.- RDCTE-9038
PUB DATE- Apr 83
AVAILABLE FROM- Research & Development Center for Teacher Education, Education Annex 3.203, University of Texas at Austin, Austin, TX 78712 ($2.00).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Grouping (Instructional Purposes); Higher Education; Instructional Development; Preservice Teacher Education; Student Attitudes; Student Evaluation; *Student Teachers; *Student Teaching; *Teacher Attitudes; Teacher Improvement; *Teaching Experience
IDENTIFIERS- *Professional Concerns

A study examined the degree to which certain school phenomena are reported by participants as concerns or activities during their student teaching experience. Particular concerns dealt with included student teachers' problems with curriculum planning, instructional decision making, instructional materials, student assessment and evaluation, student organization and grouping, and classroom management. These findings are part of a larger study by the Research and Development Center for Teacher Education at Austin, Texas, of the student teaching experience from the points of view of the student teacher, cooperating teacher, and university supervisor. Student teacher concerns were gathered from transcripts of supervisory conferences, and journal entries. Based on the study findings, a profile of the typical student teacher shows that their major concern is with daily lesson plans and that little attention is paid to long-range planning, student assessment, or grouping. Concern is expressed about the quality of the student teaching experience, and recommendations are made for improvement. (JMK)

ED 234 087 TM 830 589

Ingebo, George S.; Doherty, Victor W.
An Empirical Study of the Effects of Regression to the Mean.
Portland Public Schools, Oreg.
PUB DATE- 16 Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Achievement Gains; Elementary Education; Language Arts; Latent Trait Theory; Mathematics Achievement; Reading Achievement; *Regression (Statistics); *Scores; *Test Interpretation
IDENTIFIERS- *Portland School District OR

The Portland (Oregon) Public Schools undertook studies of regression based on a three-year data base of fall and spring test results in grades 3 through 8 in reading, language usage and mathematics. The objective of these regression studies was to determine the amount of correction for regression to the mean needed to accurately represent the growth from fall to spring of groups of students placed in treatment groups where fall test scores were a principal criterion in the placement of students in those treatment groups. A series of tables are presented to illustrate the findings. Regression patterns for reading, mathematics and language usage were found to be quite similar, although sufficient differences were found to recommend separate tabling of the correction factors for the respective subjects. Based on these results, it appears that statistical theory that shows error of measurement increasing symmetrically toward the low and high ends of a distribution of scores may not represent the reality of measurement error. (BW)

ED 234 103 UD 022 902

Ascher, Carol
School Learning and Corporation-School Alliances. ERIC/CUE Fact Sheet Number 16.
ERIC Clearinghouse on Urban Education, New York, N.Y.
PUB DATE- Apr 83
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, New York, NY 10027 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Communication Problems; *Cooperative Programs; Educational Attitudes; *Educational Cooperation; Educational Objectives; Education Work Relationship; Elementary Secondary Education; Literature Reviews; *School Business Relationship
IDENTIFIERS- Fact Sheets; PF Project

Business has begun to play a more active role in education, spurred on by the need of education to obtain alternate sources of funding and by the desire of business to reduce youth unemployment and educational deficiencies. Research has shown that a communication gap exists among business executives, educators, and students. Some corporation-school cooperative programs which have been developed in response to the gap are: (1) Education-Work Councils or Industry-Education-Labor Councils; (2) business executives serving on school boards; (3) businesses providing curriculum materials; (4) the Adopt-a-School program; (5) foundations created by corporations; (6) teacher-Industry exchange programs; and (7) work-study programs. It has been argued that the increased role of business in the schools will have no ill effects, but some concerns which have been voiced are the possible acceptance of a corporate ideology, a shifting of the blame for declining worker productivity to the schools, a lack of guidelines and accountability for programs, and a change in educational priorities. Further development is needed in the areas of business-school communication, parent and community involvement, improved competency tests, and clarification of the goals of education. (DC)

ED 233 979 SP 022 521

Connors, G. Patrick
Rotator Cuff Injuries.
Hamilton Hospital, Trenton, NJ. Inst. for Medicine in Sports.

PUB DATE- 11 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Athletics; *Baseball; Etiology; Exercise Physiology; Guidelines; *Injuries; *Prevention
IDENTIFIERS- PF Project; Sports Medicine

Many baseball players suffer from shoulder injuries related to the rotator cuff muscles. These injuries may be classified as muscular strain, tendonitis or tenosynovitis, and impingement syndrome. Treatment varies from simple rest to surgery, so it is important to be seen by a physician as soon as possible. In order to prevent these injuries, the following measures should be taken: (1) implement an extensive flexibility program; (2) implement a proper conditioning program including strength resisting exercise; (3) utilize proper body mechanics in the throwing motion; (4) rotate pitchers based on number of innings pitched; and (5) use an ice massage immediately after a game or heavy practice. If pain is reoccurring or continues for 72 hours, seek the advice of a physician. (DC)

ED 233 996 SP 022 900

Peterson, Ken; Kauchak, Don
Teacher Evaluation: Perspectives, Practices, and Promises.
Utah Univ., Salt Lake City. Center for Educational Practice.

PUB DATE- Jan 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Formative Evaluation; *Legal Problems; Observation; *Public School Teachers; Self Evaluation (Individuals); Student Evaluation of Teacher Performance; Summative Evaluation; Teacher Characteristics; *Teacher Evaluation

This report highlights major issues, techniques, and directions in the evaluation of public school teachers. The paper begins by setting a perspective on the process of, and needs for, evaluation. The main body of the report is devoted to a summary and critique of various teacher evaluation methods. A discussion is given of the efficacy of, and problems involved in, evaluating with certain techniques: (1) credentials; (2) personal characteristics; (3) student outcomes (pupil achievement); (4) classroom visits; (5) self-reports; (6) student reports; (7) peer review; (8) competency-based teacher evaluation; and (9) systematic observation. Legal issues involved in teacher evaluation are discussed in the third section. The final section of the report suggests a variety of approaches and strategies that may be combined to result in more satisfactory teacher evaluation; a bibliography is appended. (JD)

ED 234 010 SP 022 929

Musango, Francis
Factors That Influence the Performance of Pupils at "O"-Level Art Examinations in Uganda. African Studies in Curriculum Development & Evaluation. No. 45.
African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTIONS- *Administrator Responsibility; *Art Education; *Art Teachers; Course Content; Developing Nations; Fine Arts; Foreign Countries; Instructional Materials; Program Evaluation; Resource Allocation; Secondary Education; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Uganda

The attitudes of secondary school headteachers, art teachers, and art pupils toward art education were examined, with particular focus on the factors that play an important role in the performance of pupils in the "O" level art examinations ("O" level refers to ordinary school certificate). A multiple-choice questionnaire was distributed to 140 subjects from 15 randomly selected secondary schools in both urban and rural areas of Uganda. Analysis of responses revealed that school headteachers did not always have a positive attitude toward art education, and their attitudes influenced their way of providing for the subject in the schools, making it difficult for teachers and pupils to have the proper art materials, equipment, and other facilities. A pervasive attitude among art teachers appeared to be that "foreign" art was superior to "local" and it was concluded that this attitude weakened their effectiveness in helping pupils to observe their own surroundings clearly and with an eye for the artistic potential of their immediate world. A lack of progressive teaching methods in the teaching exhibited by the art teachers was identified as a weakness springing from their training, reinforced by poor economic conditions and low professional commitment. Recommendations are made for improving the training of art teachers and administrators. Copies of the questionnaire are appended. (JD)

ED 234 041 SP 022 992

Crane, Jane L.

New Teachers in the Job Market: 1981 Update.

National Center for Educational Statistics (ED), Washington, D.C.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-83-100

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Beginning Teachers; *College Graduates; Comparative Analysis; *Education Majors; *Employment Opportunities; *Employment Potential; Higher Education; Job Skills; *Labor Market; *Teaching (Occupation)

This report compares the findings on graduates newly qualified to teach from the National Center for Education Statistics's 1981 Survey of 1979-80 College Graduates with those from their 1978 Survey of 1976-77 College Graduates. In the 1976-77 survey, 7,922 graduates responded from 283 institutions; in 1979-80, 9,312 graduates responded from 286 institutions. Three major findings stood out in the comparison. First, between 1976-77 and 1979-80, the number of newly qualified to teach (bachelor's recipients) dropped by about 39,000 or 23 percent. Second, the proportions of bachelor's recipients obtaining teaching jobs in both years were not significantly different, 77 percent for 1979-80, and 75 percent for 1976-77. Third, bachelor's recipients newly qualified to teach in 1976-77 and 1979-80 fared better on labor market measures than did any other bachelor's recipients as a group, whether they taught or not. Nine tables display report data. (JMK)

ED 234 071 TM 830 553

Hahn, Joan M.; Goldman, Susan R.
Children's Summarization Behaviors.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Development; *Content Analysis; *Difficulty Level; Intermediate Grades; *Readability; Readability Formulas; Reading Comprehension; Reading Skills; *Skill Analysis
IDENTIFIERS- Fry Readability Formula; *Reading Strategies; *Summarization

Developmental differences in summaries of expository texts were examined for fourth and sixth grade students in two experiments. Experiment 1 used texts that had a description content structure whereas Experiment 2 texts had a thesis/evidence content structure. Manipulation of the presence or absence of the topic sentence allowed the examination of the developmental relationship between selection and invention strategies. Processing demands were manipulated by readability level: each group received texts at and 2 years below their grade level, as measured by the Fry Readability formula. Each subject constructed summaries of three different lengths. In both experiments, differences between fourth and sixth graders' summaries were most apparent at the shorter summary lengths. Grade differences were larger when the topic sentences were not in the texts. The obtained pattern of effects is consistent with the notion that more sophisticated summarization strategies place greater information processing demands on children. (Author/PN)

ED 234 119 UD 023 052

Lavin, Richard J.; Sanders, Jean E.
Longitudinal Evaluation of the Computer Assisted Instruction, Title I Project, 1979-82.
Metrics Associates, Inc., Chelmsford, MA.
SPONS. AGENCY- Merrimack Education Center, Chelmsford, Mass.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Gains; *Compensatory Education; *Computer Assisted Instruction; *Disadvantaged; Elementary Secondary Education; Longitudinal Studies; *Mathematics Achievement; Mathematics Instruction; *Program Effectiveness; *Reading Achievement; Reading Instruction
IDENTIFIERS- Elementary Secondary Education Act Title I; Massachusetts; Metropolitan Achievement Tests

The Computer-Assisted Instruction (CAI) Project is an alternative, supplementary approach to providing reading, mathematics, and language arts instruction in schools in six northeastern Massachusetts communities. The CAI activities are provided as a supplement to instruction in Title I/Chapter I programs. Beginning in 1979, a 3-year research study was carried out to investigate whether computer learning could improve relevant test scores on standardized achievement tests, specifically the Metropolitan Achievement Test. A quasi experimental research design was utilized, with an experimental group (those receiving CAI in addition to regular instruction) and a comparison group (those receiving only regular instruction). Results showed CAI drill and practice to be effective when used to supplement classroom instruction. Particularly positive were the mathematics achievement gains of CAI students in all grades, as compared to students in the comparison group. Significant gains were also recorded for reading instruction. This report provides the results of the program's longitudinal evaluation, including extensive statistical data on student performance. (GC)

ED 234 056 TM 830 274

Boldt, Robert F.
Status of Research on Item Content and Differential Performance on Tests Used in Higher Education.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-83-3
PUB DATE- Feb 83
AVAILABLE FROM- Educational Testing Service, Research Publications, R116, Princeton, NJ 08541
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Classification; Cultural Differences; Group Behavior; Higher Education; *Minority Groups; *Predictive Measurement; Racial Differences; *Research Methodology; Sex Differences; *Test Bias; *Test Items
IDENTIFIERS- Discrepancy Analysis; *Outliers; *Test Content

"Outlier studies" identify items for which extreme differences in performance by contrasting groups occur; these extreme items are the "outliers" referred to. Review of the studies conducted on tests receiving major use in higher education reveals that though one cannot make a priori classifications of outliers with confidence, one can with reasonable confidence predict the relatively advantaged group for many verbal items if they subsequently prove to be outliers as follows: aesthetic-philosophical, human relations or female oriented content relatively favors females as opposed to males; practical affairs, science or male oriented content relatively favors males as opposed to females; science content relatively favors whites as opposed to blacks. For test content that varies in the degree of relatedness to minorities, one would predict a relative advantage for those outliers that are most related to minorities. The magnitude of the differences found is not large; perhaps larger differences would be found if classifications other than race and sex, which are the most common, were used. It has been found that differences in cultural or national origin produce larger discrepancies in item difficulty than differences in race or sex of essentially native American groups. (Author)

ED 234 134 UD 023 072

Toward a Healthy Community (Organizing Events for Community Health Promotion).

Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.

REPORT NO.- DHHS-PHS-80-50113

PUB DATE- 80

AVAILABLE FROM- National Health Information Clearinghouse, P.O. Box 1133, Washington, DC 20013 ($4.25).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTIONS- *Community Action; Community Change; *Community Involvement; Health Needs; *Health Programs; Needs Assessment; *Organizational Development; *Program Effectiveness; *Public Health

IDENTIFIERS- *Health Fairs

This booklet suggests the first steps communities can take in assessing their needs and resources and mobilizing public interest and support for health promotion. It is based on an approach to health education and community organization that recognizes the value of a highly visible, time-limited event, such as a health fair, a marathon, or an immunization campaign. Common shortcomings of health promotion programs are analyzed and a four-phase "healthy community system" model is described. Within each phase (start-up, involvement, installing change, and sustaining change), strategies for mobilizing individuals and groups in such a way that accounts for the sociocultural characteristics of each community are outlined. The importance of integrating the gains of any health promotion program into existing services, agencies, and community life is stressed. Appended to the booklet are: (1) a health practices and health consequences questionnaire; (2) a community support indicator; and (3) a community social analysis interview schedule. (GC)

ED 233 980 SP 022 522

Connors, G. Patrick
Achilles Pain.
Hamilton Hospital, Trenton, NJ. Inst. for Medicine in Sports.
PUB DATE- 5 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Athletics; *Etiology; Guidelines; *Injuries; Jogging; *Prevention; *Running
IDENTIFIERS- PF Project; Sports Medicine

Five ailments which can cause pain in the achilles tendon area are: (1) muscular strain, involving the stretching or tearing of muscle or tendon fibers; (2) a contusion, inflammation or infection called tenosynovitis; (3) tendonitis, the inflammation of the tendon; (4) calcaneal bursitis, the inflammation of the bursa between the achilles tendon and the calcaneus (heel bone); and (5) an avulsion fracture which occurs when the tendon pulls away from its attachment carrying with it a small piece of bone. Treatment of these problems ranges from simple rest to surgery; however, the best treatment is the prevention of the injury. Preventive steps which can be taken include proper warmup, a good flexibility program, a high level of conditioning, proper running shoes, and slow progression when increasing speed or distance. Advice of a physician should be sought early in order to ensure proper diagnosis and treatment. (DC)

ED 234 088 TM 830 591

Evaluation Report on Three New Instruction Programs: Help One Student to Succeed, Prescription Learning, and Computer Assisted Instruction.
Portland Public Schools, Oreg.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Basic Skills; Computer Assisted Instruction; Computer Managed Instruction; *Curriculum Evaluation; Elementary Secondary Education; Mathematics Instruction; *Program Effectiveness; *Program Evaluation; Reading Instruction; *School Districts; Tutorial Programs
IDENTIFIERS- *Elementary Secondary Education Act Title I; *Portland School District OR

At the request of the Curriculum Department and the Chapter I program coordinators of the Portland Public Schools, three different instructional programs were evaluated during the 1981-82 school year. (1) The Help One Student to Succeed (HOSTS) program provided a person-to-person structured tutorial program in reading using volunteer tutors. (2) Prescription Learning is a multi-media management program in which the computer is used in program management and is also one of the instructional media to teach reading and math. (3) Computer-Assisted Instruction involves the student interacting with a computer for ten-minute intervals usually following teacher-directed instruction as supplementary instruction in reading and mathematics. For each of the presented programs, effectiveness in one or more of the basic skills was measured on a student-by-student basis. Progress for each student was matched and compared with their progress during the previous school year, and with the progress of the total Chapter I student population. Summary

findings from the three programs, as well as, detailed results for each program and for the Chapter I population are presented. (PN)

ED 234 104 UD 022 903

Ascher, Carol
Helping Minority Students with Nontraditional Skills Enter and Complete College. ERIC/CUE Fact Sheet Number 17.
ERIC Clearinghouse on Urban Education, New York, N.Y.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 83
CONTRACT- 400-82-0012
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, New York, NY 10027 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Academic Persistence; Black Students; *College Attendance; College Programs; *College Students; Enrollment; Financial Problems; Hispanic Americans; Institutional Characteristics; Literature Reviews; *Minority Groups; Postsecondary Education; Predictive Measurement; School Statistics; *Socioeconomic Influences
IDENTIFIERS- Fact Sheets; PF Project

Several areas related to minority student college attendance are presented in this research review including the current enrollment situation, financial considerations, prediction of college persistence, college characteristics which affect persistence, and special assistance programs. Current enrollment statistics are cited on the percentage of minority students (especially Blacks and Hispanics) who attend college, the types of colleges and disciplines they chose and some predictions for the future. Financial and socioeconomic influences are discussed in relation to college preparation, choice of college, and persistence to a college degree. Recommendations for increasing minority enrollment in college and improving the completion rates are provided. The relative value of Scholastic Aptitude Test scores versus grade average or class rank for predicting the college persistence of minority students is described, as well as recommendations for increasing the fairness and comprehensiveness of such assessment measures. College characteristics which affect persistence include the quality of the college, whether it is public or private, whether it is predominantly black or white, the amount of financial aid available, and faculty composition and attitudes. The final section outlines the problems of academically unprepared students and cites a variety of programs for combatting those problems. A fourteen-item bibliography is included. (DC)

ED 233 997 SP 022 903

Local Cooperative Teacher Education Center.
Texas Education Agency, Austin.
PUB DATE- 83
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 201 East 11th Street, Austin, TX 78701 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Block Grants; College School Cooperation; *Cooperating Teachers; Educational Objectives; Field Experience Programs; Higher Education; Inservice Teacher Education; Resource Allocation; *State Federal Aid; State Programs; *Student Teaching; *Teacher Centers
IDENTIFIERS- *Texas

Section 1 of this booklet presents a chart listing the 53 participating centers in the Local Cooperative Teacher Education Center (LCTEC) program, which is funded by the Texas Education Agency in conjunction with federal block grant money. The centers were developed to improve the quality of field experience programs for student teaching through cooperation between schools and colleges. The chart includes: the name of the teacher education center, cooperating colleges and universities, public/private school members, number of supervising teachers served, and total number of educators served. In section 2, a chart provides information on the contact person for each center, objectives and uses of block grants, and the level of funding for each center. Current LCTEC activities and objectives include: (1) selective recruiting of superior students into teacher education programs; (2) development of honors programs in teacher education; (3) creative re-training of teachers for areas of critical needs; and (4) field-based research in teacher education or teacher evaluation. Objectives to be accomplished under block grants include: (1) develop computer literacy among current and future student teachers and their supervising teachers; (2) improve inservice training for supervising teachers; (3) be more selective in recruiting supervising teachers; (4) improve the image of teachers; (5) upgrade the basic skills of student teachers; and (6) retrain current teachers for possible assignment to areas of critical need. (JD)

ED 234 011 SP 022 932

Mununguwe, Fidelis Mwinlembo
The Use of English as a Medium of Instruction in the First Three Grades of Zambian Primary Education. African Studies in Curriculum Development & Evaluation No. 48.
African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Classroom Communication; *Communication Problems; Culture Conflict; Curriculum Development; Developing Nations; Elementary Education; *English (Second Language); Foreign Countries; Instructional Materials; *Language of Instruction; *Multilingualism; Second Language Instruction; Teacher Effectiveness
IDENTIFIERS- *Zambia

This study was conducted to identify problems teachers face in using English as the language of instruction in the early grades of Zambian primary school, and to investigate the difficulties young pupils meet because of learning through English rather than through their mother tongue. The first chapter sets forth the historical background of the use of English in the schools. In the second chapter, the practical realities of using English at the primary level of instruction are discussed, focusing on the production and distribution of instructional materials and classroom problems. It is pointed out that children find it difficult to grasp new concepts presented in a language that is strange to them. Chapter 3 outlines data collection methods, and explains the uses and functions of the questionnaires submitted to teachers and the rationale for classroom observations. Chapter 4 presents an analysis of the questionnaire results, and discusses findings on teachers' personal attitudes toward teaching in English, problems they face, usefulness of teaching materials, and success of English as the language of instruction. The recommendation is made that children be instructed in their mother tongue for the first two years of schooling. (JD)

ED 234 026 SP 022 958

Campos, Frank

The Attitudes and Expectations of Student Teachers and Cooperating Teachers Toward Students in Predominantly Mexican American Schools: A Qualitative Data Perspective.

Texas Univ., Austin. Research and Development Center for Teacher Education.
REPORT NO.- RDCTE-9039
PUB DATE- Apr 83
AVAILABLE FROM- Research and Development Center for Teacher Education, Education Annex 3.203, University of Texas at Austin, Austin, TX 78712 ($1.25).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTIONS- *Cooperating Teachers; Cultural Differences; Elementary Education; Family Characteristics; *Mexican American Education; *Mexican Americans; Multicultural Education; Negative Attitudes; Socioeconomic Status; *Student Teacher Relationship; *Student Teachers; *Teacher Attitudes; Teacher Behavior; Teaching Styles

The attitudes and expectations of five cooperating teacher-student teacher dyads toward students in two predominantly Mexican American schools were investigated. Data were obtained from participant journals, interviews, conferences, and classroom observations. This paper presents profiles of the dyads, with summaries of teachers' attitudes and expectations revealed by their conversations and conferences about pupils. It is noted that teachers' middle to upper class backgrounds contrasted with the students' low socioeconomic characteristics, and, to varying degrees, teachers had limited knowledge or experience with Mexican American students and their parents. Evidence is reported on teachers' negative attitudes toward the Mexican American community and on their generally low expectations for students. It is suggested that teachers and student teachers do not intentionally or maliciously stereotype or degrade minority students or their parents and that appropriate inservice and preservice training in teaching in a multicultural setting would translate their desire to help students into positive actions. Copies of the instruments used in the study are appended. (JD)

ED 234 042 SP 022 993

Patriarca, Linda A.; Buchmann, Margret

Conceptual Development and Curriculum Change: Or is it Rhetoric and Fantasy?

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IRT-RS-123
PUB DATE- May 83
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Change Agents; Concept Formation; Cooperative Planning; *Curriculum Development; Decision Making; *Discussion; Educational Change; *Group Dynamics; Higher Education; *Interpersonal Communication; Policy Formation; Preservice Teacher Education; Program Development; Schools of Education; *Teacher Education Curriculum; Teacher Education Programs; Teamwork

This case study offers an account of the processes of program development. Specifically, it reports on the experiences of a faculty team that developed a preservice program to prepare students for teaching pupils from diverse backgrounds, with the ultimate goal of fostering equity in educational institutions. An analysis is made of written documentation of the topics covered in the two-year period during which the team met to develop the new program according to stated goals. Four stages of program development are identified: (1) concept clarification--what do diversity and equity mean? (2) course development--what shall we teach in our individual courses? (3) program design--how do all these courses hang together? and (4) bureaucratic approval--how can we get the program passed? It is concluded that, although discourse emphases were appropriate during these stages, the discourse in the meetings was neither cohesive nor cumulative and that persistent flight from addressing substantive issues in program development resulted in a continuous erosion of program goals. A brief discussion is presented on the implications of these findings for the implementation of educational innovations in general. (Author/JD)

Athanasou, James A.
Career Interests and Ethnic Bias: Report for the Commonwealth Multicultural Education Program.
New South Wales Dept. of Industrial Relations and Technology. Darlinghurst (Australia). Div. of Vocational Guidance Services.
SPONS. AGENCY- Australian Commonwealth Schools Commission, Canberra.
REPORT NO.- ISBN-0-7240-4254-7
PUB DATE- May 83

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Career Choice; Career Guidance; *Cultural Differences; *Ethnic Groups; Foreign Countries; Interest Inventories; *Models; Secondary Education; *Vocational Interests
IDENTIFIERS- *Australia (New South Wales); Gottfredson (L S); *Kuder Occupational Interest Survey; Kuder Preference Record Vocational; Prediger (Dale J)

This report is a preliminary investigation of differences in the pattern and level of interests between ethnic groups and control groups of Australian subjects. A theoretical framework for the development of cultural differences in interests is outlined. Self-estimates of interests are also examined to determine the extent to which individuals themselves reflect cultural differences. Finally, a variety of career resources materials and normative data are provided for use in schools. The results of this study supported the framework for vocational development outlined by Gottfredson. This approach to career choice emphasized the influence of the individual's sex and socioeconomic status as determinants of occupational interests, modified further by level of ability. Also, the analysis of interests by Prediger in terms of the work-task dimensions of data-ideas and people-things was consistent with the vocational interests of this sample. (PN)

ED 234 120 UD 023 055

Home, School, and the IEP. ESEA Title IV Part C Project Report, Final Evaluation Report, 1981-82.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Autism; *Behavior Change; Elementary Secondary Education; Individualized Education Programs; *Internship Programs; *Parent Education; *Parent School Relationship; Program Descriptions; *Program Effectiveness; Special Education
IDENTIFIERS- New York City Board of Education; Project Home School and the IEP; Vort Behavioral Characteristics Progression

The "Home, School and the IEP (Individualized Education Program)" program was developed in order to provide counseling and training to the parents of autistic children in public schools in Brooklyn, New York, and to improve the behavior and achievement of the children themselves. This report briefly describes and evaluates the program in its third year of operation (1981-82). The program's two major activities consisted of home visits conducted by educational interns and parent workshops. Objectives were (1) that 70 percent of participating parents would implement instruction at least 4 out of 5 days per week, following each home visit; and (2) that 80 percent of participating students would master at least 5 new skills, as determined by their performance on designated strands of the Vort Behavioral Characteristics Progression (BCP). Two problems were encountered which hampered program effectiveness. First was the use of unpaid educational interns, which resulted in high turnover and extensive time expenditure for training. Second was the difficulty of recruiting interns to visit families in neighborhoods that were perceived to be unsafe. Nonetheless, program objectives were either met or surpassed. (GC)

ED 234 135 UD 023 075

Child Survival/Fair Start. A Look at the Factors Threatening the Survival, Health, and Cognitive Development of the World's Disadvantaged Children, and the Ford Foundation's New Program to Help These Children Get a Fair Start in Life. Working Paper.

Ford Foundation, New York, N.Y.

PUB DATE- Aug 83
AVAILABLE FROM- Ford Foundation, 320 East 43rd Street, New York, NY 10017 (free of charge).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Community Health Services; *Community Involvement; Developing Nations; *Economically Disadvantaged; Foreign Countries; *Health Programs; Infant Mortality; *Infants; International Programs; Medical Care Evaluation; Mothers; *Nutrition; Outreach Programs; Parent Education; Peer Teaching; Prenatal Influences; Preventive Medicine
IDENTIFIERS- Center for Development of Non Formal Education TX; *Child Survival Fair Start; Child Welfare League of America; Columbia University NY; Food Research and Action Center DC; High Scope Educational Research Foundation MI; Minnesota Early Learning Design; National Child Nutrition Project; Population Council; Redlands Christian Migrant Association; University of North Carolina; Vanderbilt University TN

In view of the many factors threatening the survival, health, and cognitive development of the world's disadvantaged children, both in the United States and in developing countries, the Ford Foundation has begun a new program, called Child Survival/Fair Start, to improve these children's chances. In this working paper, Fair Start's overall strategy of promoting preventive self-care and of experimenting with low-cost outreach techniques that provide basic knowledge about health, nutrition, and child care to poor households is discussed. Five community-based projects in the United States are briefly described, as are special programs on breastfeeding, and evaluation, policy analysis, dissemination, and advocacy efforts. Fair Start projects in Bangladesh, India, Indonesia, the Middle East, Nigeria, Cuba, Peru, and Brazil are also summarized. The U.S. projects are directed at high risk disadvantaged mothers and emphasize the use of a network of community helpers in the "peer-to-peer" outreach model. For the developing countries, the Fair Start strategy has three elements: (1) support for community initiatives that draw on local skills, and experiments with ways to make effective use of local resources; (2) support for the development and dissemination of information on simple, practical, and relevant preventive therapeutic measures; and (3) research to identify the causes of high levels of childhood morbidity and mortality and inadequate mental development among disadvantaged groups. (CMG)

ED 233 981 SP 022 523

Connors, G. Patrick
Flexibility Program
Hamilton Hospital, Trenton, NJ. Inst. for Medicine in Sports.
PUB DATE- 22 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Athletics; *Exercise; Guidelines; *Motor Development; Physical Fitness
IDENTIFIERS- *Flexibility (Psychomotor); PF Project

These brief guidelines for a muscular flexibility program state that the purpose of such a program is to increase the range of motion in order to avoid injuries and eliminate awkwardness in physical activities. A flexibility program is described as an extension of the warm-up period and should be an ongoing, permanent effort to lengthen muscles. A list of precautions includes warming-up before stretching, avoiding bouncing or jerking on the muscle, stretching a little further each day, spending seven to fifteen minutes daily on stretching, and involving all muscle groups but especially those most involved in one's activity. Instructions are provided for the following exercises: (1) kneeling; (2) the yogi; (3) head to knee - wide straddle; (4) chest to ground - wide straddle; (5) double leg lift; (6) modified hurdler's stretch; (7) standing side bends; (8) head to knees; and (9) toe raise. Recommendations include checking with a physician before undertaking such a program and allowing flexibility to increase gradually. (DC)

ED 234 057   TM 830 388

Andersson, Lillemor, Ed.
The Research Programme of the National Swedish Board of Education.
Skoloverstyrelsen National Board of Education, Stockholm (Sweden).
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Boards of Education; Decentralization; *Educational Planning; Educational Policy; *Educational Research; Foreign Countries; *National Programs; Research Design; *Research Projects; Research Utilization
IDENTIFIERS- *National Board of Education (Sweden); *Sweden

This School Research Newsletter presents the research program of the National Swedish Board of Education (NBE), as adopted by the NBE Board of Directors in June 1982. The successive decisions on decentralization taken in the educational sector since 1976 have led also to a decision to alter the thrust of the research and development work within at NBE's sphere of responsibility. Development work is now essentially the responsibility of the local school system, while NBE still retains its responsibility and resources for overall research. In its research program, NBE considers certain general principles of research policy in the Swedish system, and the consequences it has drawn from these regarding research in education. It also indicates the general bases for NBE's research planning, where the most important reorientation relates to the increasingly strong linkage between research and long-term educational planning. (Author)

ED 234 089 TM 830 596

Citron, Christiane H.
Legal Rules for Student Competency Testing. Issuegram 36.
Education Commission of the States, Denver, Colo.
PUB DATE- 1 Mar 83
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, Co 80295 (1 to 9 copies, $2.00 ea., over 10, $1.50 ea.).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Standards; Disabilities; Educational Diagnosis; *Educational Legislation; Elementary Secondary Education; Federal Legislation; Graduation Requirements; *Minimum Competency Testing; *Program Implementation; Student Certification; *Student Evaluation; Test Bias
IDENTIFIERS- *Content Validity

This brief report states that legal problems with competency testing have been more procedural than substantive-more concerned with implementation than legitimacy. The right to notice is the most straight-forward and firmly established principle to emerge from competency testing litigation. Students must have fair warning and opportunity to prepare for competency tests and/or to prepare for changed graduation requirements. The length of notice should be related to the magnitude of the new requirements. The tests must measure what students have learned, therefore, content validation is legally required. However, controversy remains concerning how to satisfy a content validation requirement. Test impact on special populations must be considered. Competency tests may not reflect racial or cultural bias. And, although special students are not necessarily entitled to regular diplomas, those completing their agreed upon individualized education programs have a right to some certification, such as a special diploma. (PN)

ED 233 998 SP 022 904

Grimmett, Peter P.
"Effective" Clinical Supervision Conference Interventions: A Preliminary Investigation of Participants' Conceptual Functioning.
PUB DATE- 15 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers. "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Feedback; *Helping Relationship; Higher Education; *Leadership Styles; Preservice Teacher Education; Questioning Techniques; Student Evaluation; Student Teacher Relationship; *Student Teacher Supervisors; *Supervisory Methods; Teacher Effectiveness

A study found that conceptual functioning level emerged as an important variable in distinguishing between effective and less effective supervisory intervention. Four supervisors, with their respective supervisees, participated in the study. Participants were videotaped and observed, and transcripts of conference dialogues and participant thought processes were analyzed. A comparison of general behavior patterns associated with supervisors who were more abstract or more concrete was made. More abstract supervisors used "feeding" questioning strategies: information-seeking, information-giving, delimiting, and guiding. They also held questions in abeyance (witholding expertise but not support) and stimulated supervisees to conduct analyses for themselves. Only when they were unable to elicit satisfactory appraisal from the supervisee did they give direct feedback. More concrete supervisors tended to ask inappropriate questions, emphasized the giving of critical feedback rather than probing, and seemed to encounter difficulties in communicating corrective feedback. (JD)

ED 234 027 SP 022 959

Barnes, Susan; Defino, Maria
The Contexts of Student Teaching.
Texas Univ., Austin. Research and Development Center for Teacher Education.

REPORT NO.- RDCTE-9040
PUB DATE- Apr 83
AVAILABLE FROM- Research and Development Center for Teacher Education, Education Annex 3.203, University of Texas at Austin, Austin, TX 78712 ($2.25).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Classroom Research; College School Cooperation; *Cooperating Teachers; Higher Education; *Institutional Characteristics; Interpersonal Relationship; Preservice Teacher Education; *Student Teachers; *Student Teaching; *Supervisory Methods; Teacher Behavior; Teacher Influence; Teaching Methods

Organizational characteristics of two universities and two public school systems, as these characteristics related to student teaching, were compared at two levels: (1) the formal, documented guidelines, or "what's supposed to happen"; and (2) the informal, working practices, or "what's really going on" in the settings. This paper reports on findings concerning the classroom level. The first section discusses major findings about formal university organizational characteristics which had a logical impact on student teaching. The second section examines more informal university characteristics which influenced student teaching. In the third section, major findings related to formal public school characteristics are discussed, and the fourth section reports on major findings related to informal school practices. Findings resulting from a review of observational data are presented in the fifth section and are categorized into four general groups according to whether behaviors of cooperating teachers and student teachers involved interaction, and if they paralleled, converged, or diverged over the course of the semester. An analysis of the student teaching experience in different contexts points out the critical importance of the cooperating teacher. (JD)

ED 234 043 SP 022 994

Feiman-Nemser, Sharon
Learning to Teach.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IRT-OP-64
PUB DATE- Jun 83
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Developmental Stages; Higher Education; Individual Characteristics; *Individual Development; *Learning Processes; On the Job Training; *Professional Development; *Teacher Education; Teacher Effectiveness; *Teaching Experience; *Teaching Skills

This paper offers a comprehensive approach to creating a data base on learning to teach. It is organized chronologically around a learning-to-teach continuum. The first section deals with the pretraining phase, before prospective teachers even realize they are learning things that will shape their future teaching. The second section looks at the preservice phase, when future teachers undertake their formal preparation. The third section examines the induction phase, which coincides with the first year of teaching. The fourth section examines the inservice phase, which covers the rest of the teacher's career. Despite the limitations of the knowledge base, this broad perspective enables assessment of the relative contribution of formal and informal influences on teachers' learning. Three general assertions are developed in this paper: (1) Formal arrangements for teacher education and training do not fit with what is known about how teachers learn to teach and how they improve their teaching over time; (2) Informal influences figure more prominently in learning to teach, but often have miseducative effects; and (3) Creating more appropriate arrangements to support teachers' learning involves changing not only what educators do but also how they think about learning to teach. (Author/JD)

ED 234 073 TM 830 557

Development and Field Testing of an Inservice and Preservice Needs Assessment Instrument for Vocational Educators Who Teach and Work with Disadvantaged Students in Florida. Final Report, October 17, 1980 to June 30, 1982.

Florida International Univ., Miami.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

PUB DATE- 1 Jul 82

GRANT- 111450031

AVAILABLE FROM- School of Education, Div. of Vocational Education, Florida International University, Miami, Fl 33199 ($5.00)

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Disadvantaged Youth; *Evaluation Methods; Field Tests; Inservice Teacher Education; *Needs Assessment; Preservice Teacher Education; Secondary Education; *Test Construction; Two Year Colleges; *Vocational Education Teachers

This report describes the development of a needs assessment instrument designed to identify competencies necessary for vocational educators to successfully teach and work with disadvantaged students. The first part of the report summarizes a review of literature. Eleven studies are presented and referenced for further study. The second part of the report describes the activities of an advisory committee composed of 11 leaders from the State of Florida in the fields of special needs and vocational education. The development and refining processes involved in the needs assessment instrument are discussed. The field-test version of the instrument was distributed to 250 vocational classroom instructors (75%) and vocational program administrators (25%). A 62% rate of return was received, and the results were used to develop the final version of the training needs assessment instrument which is now available through the State of Florida. In the final needs assessment instrument 38 competencies (performance indicators) are arranged under six classifications headings: (1) program management, (2) curriculum modification, (3) classroom/laboratory management, (4) coordination with others, (5) remediation, and (6) classroom counseling. (PN)

ED 234 105 UD 023 011

Bancroft, George W., Ed.
The Novice and the Newcomer. Student Teachers' Perspectives on Multiculturalism and Education.
SPONS. AGENCY- Department of the Secretary of State, Ottawa (Ontario).
REPORT NO.- ISBN-0-919581-05-6
PUB DATE- 82
AVAILABLE FROM- Third Eye Publications, P.O. Box 4640, Station "C," London, Ontario, Canada N5W 5L7 (write for price).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Cultural Awareness; Cultural Differences; *Ethnicity; Higher Education; *Multicultural Education; *Racial Relations; *Student Attitudes; *Teacher Education

This is a collection of essays written by students enrolled in a 1978-79 course in cross-cultural education, given by the editor at the University of Toronto. The introductory essay, by Bancroft, provides general information on what teaching intercultural relations entails. The remainder of the papers include: (1) "From Taiwan to Canada: A Schoolgirl's Odyssey," by Rebecca Li; (2) "Commitment and Resolution," by Mike Cherneski; (3) "Teaching in a Multicultural Setting: A Guide-to-Myself," by Michael House; (4) "Of Culture, Language and Reality," by Doreen Kaminker; (5) "Multiculturalism: An Experience with Reality," by Helen Prince; (6)"The West Indian Immigrant in the Canadian School," by Deborah Kiladze; (7) "Ethnic Differences and the Breakdown of Communication," by Laureen Gunning; (8) "To Overlea, and Other Schools Like It," by Maria Wagner Price; (9) "On Being an Immigrant Student in Canada and Abroad," by Lesley Ann Pearson; (10) "A Liberalized Child, I Was Stymied," by Bill Newhook; and (11) "Students-in-Transition: A Self-Help Project," by Cecil Cummins. (AOS)

Csernus, Marilyn
Carbohydrate Loading.
Hamilton Hospital, Trenton, NJ. Inst. for Medicine in Sports.
PUB DATE- 25 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Athletics; *Dietetics; Guidelines; Nutrition; *Performance Factors; Physical Fitness
IDENTIFIERS- *Carbohydrates; Endurance; PF Project

Carbohydrate loading is a frequently used technique to improve performance by altering an athlete's diet. The objective is to increase glycogen stored in muscles for use in prolonged strenuous exercise. For two to three days, the athlete consumes a diet that is low in carbohydrates and high in fat and protein while continuing to exercise and deplete muscles of their glycogen. The diet is then drastically changed to a low-fat, moderate-protein, high-carbohydrate diet for two to three days prior to the event. During this time, training should be light. On the day of competition, the athlete may eat whatever he or she feels will enhance performance, avoiding high-fat foods and sweets. This is an effective practice for endurance exercises which last an hour or more. Carbohydrate loading should be undertaken with the supervision of a physician. (DC)

ED 234 012 SP 022 934

Warnat, Winifred I.
The Challenge: Developing Technological Literacy in Education.
Eastern Michigan Univ., Ypsilanti. National Center on Teaching and Learning.
PUB DATE- 3 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Career Choice; Computer Literacy; *Employment Projections; Higher Education; Human Factors Engineering; *Labor Force Development; Labor Market; *Relevance (Education); *Social Change; Teacher Education; *Technological Literacy; White Collar Occupations

This discussion focuses on the transition from an industrial society to an information society, and on the changing nature of work life as a result of new technologies. An examination of the changing workforce (new occupations and skills based upon technology) results in a listing of emerging jobs and occupations which illustrate the increasing importance of technology. Technological literacy is identified as a matter for critical concern in an information society. Technological literacy is seen as encompassing all of the literacies--basic skills, scientific, and computer, as well as the humanities and the social sciences--with a broader view of technology incorporating the various information technologies. Also discussed are new essential skills which focus on process rather than subject matter content, and include critical thinking, problem solving, creativity, application, synthesis, decision making, communication, and evaluation and analysis. Implications of these societal changes for educators are discussed and include consideration of possible changes in the public school curriculum as well as in teacher education. (JD)

ED 234 058   TM 830 407

Weber, Larry J.; McBee, Janice K.
Evaluation of Public Fundamental Schools in Hampton, Virginia.

Hampton City School Board, Va.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Classroom Environment; *Comparative Analysis; *Educational Environment; Elementary Education; *Institutional Evaluation; Junior High Schools; *Nontraditional Education; Parent Attitudes; Public Schools; School Districts; *Self Concept Measures; Surveys; Traditional Schools
IDENTIFIERS- *Fundamental Schools

Findings are presented which provide information about the extent to which fundamental schools (learning in a highly structured setting with instructional emphasis placed on "basic" subjects) at the elementary and junior high school levels in a large school system in Virginia have achieved their objectives. In this report, four schools from the Hampton City Public School system were designated as fundamental schools, three at the elementary level and one at the junior high level. Comparative data were examined for both fundamental and traditional schools. Traditional schools whose demographic characteristics were similar to those of fundamental schools were selected. Statistical methods were those designed to equate groups (e.g., covariance and correlated t-tests). Achievements of the schools were evaluated and discussed in four areas: (1) educational achievement of students, (2) school and classroom learning and behavioral climates, (3) self-concept, and (4) a parents' survey. Students in the fundamental schools performed as well or better on almost all of the comparisons made. The authors felt that their results would not dissuade fundamental school advocates from their strong stance for continuing or expanding the concept in public schools. (The evaluation instruments, the parent survey and the results of the survey are included in the appendix.) (PN)

ED 234 121 UD 023 056

Bulkin, Elly; And Others

Adlai E. Stevenson High School Bilingual Academic and Technical Education for Youth Program (BATEY). O.E.E. Evaluation Report, 1981-1982.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 83

GRANT- G00-800-6765
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; Attendance; *Bilingual Education Programs; *Business Education; Curriculum Development; *English (Second Language); High Schools; Parent Participation; *Program Effectiveness; Puerto Ricans; Reading Achievement; Spanish Speaking; *Vocational Education
IDENTIFIERS- New York City Board of Education; *Project BATEY NY

The Bilingual Academic and Technical Education for Youth Program (BATEY) provides English as a second language (ESL) and bilingual instruction with a vocational focus to foreign born (98 percent of them Hispanic) students at Adlai E. Stevenson High School, Bronx, New York. Under the program, Title VII funds support administrative and support services as well as paraprofessional staff, while instructional services are provided by other sources, including Chapter 720. Program activities include: (1) the development of curriculum materials; (2) bilingual personal and vocational counseling; (3) staff development efforts; and (4) parent involvement activities. Quantitative analysis of student achievement in 1981-82, the program's second year, indicates that students in ESL classes surpassed program objectives by mastering more than one Criterion Referenced English Syntax Test (CREST) objective per month. In addition, participating students surpassed program objectives by passing bilingual industrial arts and business education classes at an equal or better rate than students in regular and vocational education and industrial arts classes. Data are not available to determine the English and Spanish reading achievement of participants. (GC)

ED 234 090 TM 830 600

Lederer, James B.; Layden, Russell G.
Personnel Evaluation System.
Bergen County Special Services School District, Paramus, N.J.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Adults; Certification; Elementary Secondary Education; *Evaluation Methods; Models; *Occupational Information; *Personnel Evaluation; Program Descriptions; *School Personnel; Teacher Evaluation
IDENTIFIERS- Personnel Research

An overview of a Personnel Evaluation and Support system is presented. Because it is critical for staff members to know what is expected of them and to know upon what basis they are being evaluated, the formulated Components of Instructions (COI) are disseminated and reviewed with the staff. This process allows staff to know what is expected of them, teaches them how to be effective, and focuses upon teaching and learning. COI represent the best thinking on what goes into any teaching/learning situation and include: (1) motivational components, (2) goal/objective setting components, (3) instructional components, (4) monitoring of student performance, and (5) evaluation of student performance. An observation is completed based on the COI and the parameters set forth in the aspects of the job description delineated by the evaluator as priority areas of emphasis within the context of the Superintendent's Priorities. Through the Staff Development Program each COI is addressed in great detail in small group sessions with staff members whose observations/evaluations indicate an area/areas in need of growth. The appendices include: an Observation Form, an Evaluation Form, and a sample Competency-Based Staff Development Program. (PN)

ED 234 136 UD 023 095

Powell, Gloria Johnson, Ed.; And Others
The Psychosocial Development of Minority Group Children.
REPORT NO.- ISBN-0-87630-277-0
PUB DATE- 83
AVAILABLE FROM- Brunner/Mazel Publishers, Box 419, Larchmont, NY 10538 ($60.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTIONS- Alaska Natives; Asian Americans; Black Youth; Child Development; Chinese Americans; Cultural Differences; Cultural Influences; Family (Sociological Unit); Filipino Americans; *Health Needs; Hispanic Americans; Japanese Americans; Korean Americans; *Mental Health; Mexican Americans; *Minority Group Children; Pacific Americans; *Psychological Characteristics; Psychological Needs; Puerto Ricans; Social Development; *Social Influences; *Social Psychology; Vietnamese People

This text consists of more than 30 articles on various aspects of the psychosocial development of minority group children in the United States. Individual chapters, most of them written by mental health professionals who are themselves of minority groups, focus on Afro Americans, American Indians and Alaskan Natives, Filipino Americans, Korean Americans, Chinese Americans, Puerto Ricans and other Hispanic Americans, Pacific Americans, and Vietnamese Americans. Chapters are grouped under the following headings: (1) the health status of minority group children; (2) psychosocial development; (3) family life patterns; (4) mental health issues for minority group children; (5) educational issues regarding minority group children; and (6) research and social policy issues. Each chapter has its own bibliography. Name and subject indexes for the entire book also are provided. (GC)

ED 233 999 SP 022 905

Klinzing, Hans Gerhard; And Others
Effects of a Training Program on Expressive Non-Verbal Behavior.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; Body Language; Classroom Environment; Communication Skills; Higher Education; Interpersonal Competence; *Nonverbal Communication; Preservice Teacher Education; *Program Effectiveness; *Sensitivity Training; Student Motivation; Student Teacher Relationship; *Student Teachers; Teacher Attitudes; *Teacher Behavior; Teacher Effectiveness

A program was designed for training secondary school trainee teachers in expressive nonverbal behavior and for assessing the effect of various combinations of different training elements. The program was developed on the basis of nonverbal descriptors of "enthusiastic teaching": vocal delivery, eyes, facial expression, gestures, and eye contact and body movement were included. Four studies (main field tests) were conducted to obtain information on the relative effectiveness of various combinations of the training elements. Participants in the studies were secondary school student teachers. The PONS-test (Profile of Nonverbal Sensitivity) was administered as a pre- and post-test for the studies. Results of the four studies provided consistently positive evidence about the trainability of nonverbal sensitivity. A description is given of the four training courses and their elements, and tables illustrate the design of the four studies and the characteristics of the participating students. Results of the tests are summarized on

tables. (JD)

ED 234 028 SP 022 960

Hukill, Hobart
Conceptual Level Match/Mismatch: Consequences for Clinical Teacher Education.
Texas Univ., Austin. Research and Development Center for Teacher Education.
REPORT NO.- RDCTE-9043
PUB DATE- Apr 83
AVAILABLE FROM- Research and Development Center for Teacher Education, Education Annex 3.203, University of Texas at Austin, Austin, TX 78712 ($1.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTIONS- Abstract Reasoning; *Cognitive Development; *Concept Formation; *Cooperating Teachers; Higher Education; Preservice Teacher Education; Psychological Studies; Schemata (Cognition); *Student Teachers; Teacher Behavior; *Teacher Characteristics

Behavioral psychology studies were reviewed in an examination of the relationship between individual concept levels and teaching behaviors. It was observed that high concept level student teachers helped their students evaluate information and formulate hypotheses more frequently than did low concept level student teachers. It was also found that high concept level teachers preferred to use an inductive mode of teaching, presenting first an example and then a rule. Low concept level teachers preferred the reverse, rule-example order of presentation. A study was made to test the hypothesis that student teachers and cooperating teachers who are initially matched on a conceptual level will show greater gains in concept level development than will mismatched pairs. Participants (93 student teachers and 88 cooperating teachers) responded to a test designed to tap the level of complexity and organization of interpersonal concepts. The resultant dyads were pretested within the first 2 weeks of the internship and post-tested at its conclusion. Post-test results show the trend for matched pairs to be in the predicted direction. It was found that scores of mismatched pairs seemed to drop over time. Implications for teacher education are discussed. (JD)

ED 234 044 SP 022 995

Faas, Larry A.
Enrollment Decline as a Cause of RIF's in Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Beginning Teachers; *Declining Enrollment; Elementary Secondary Education; Employment Practices; *Enrollment; Enrollment Trends; Public Schools; *Reduction in Force; Teacher Dismissal; *Teaching (Occupation)
IDENTIFIERS- *Arizona (Maricopa County); *Arizona (Pima County)

During recent years, employment as a public school teacher has changed from being one of the most secure positions in the nation's workforce to one of the most uncertain. Now, in many districts, there is a good chance newly employed teachers will receive a reduction in force (RIF) notice each spring. The number of educators who are RIFed each spring is well known to the public as a result of reports that appear in the local media. Thirty-two public school districts in Maricopa County and Pima County (Arizona) received questionnaires concerning the number of employees RIFed in the spring of 1981 and then a follow-up questionnaire about how many were reemployed by October 1, 1981. A comparison of the number of employees and enrollment during the year a RIF took place and during the following year indicated that the percentage of decline in the number of employees was twice the percentage of decline in enrollment. Maintenance of the previous year's student-certified employee ratio would have made the RIF unnecessary in most of the districts studied. Nine out of 10 employees who were RIFed were rehired by the following October 1 by the district that gave them notice. (Author/JMK)

ED 234 074 TM 830 558

Harnisch, Delwyn L.

An Investigation of the Interaction between Item Content and Group Membership on the Tests of General Educational Development.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Aptitude Treatment Interaction; *Equivalency Tests; High School Equivalency Programs; *Item Analysis; *Latent Trait Theory; National Norms; Research Methodology; Sampling; Secondary Education; *Student Characteristics; Test Items; Writing Evaluation
IDENTIFIERS- *General Educational Development Tests; *Three Parameter Model

The purpose of this investigation was to examine the item characteristics of the General Educational Development Tests (GED) for specific subgroups of students. The method employed was the approach suggested by Linn and Harnisch in which the three-parameter logistic model is used for detecting interactions between item content and group membership. Data used in this investigation came from four separate forms of the GED writing test administered to national representative samples during the spring term of the 1979-1980 testing cycle. Results of the study are summarized for the five content categories (spelling, capitalization/punctuation, usage, sentence completion, and logic and organization) on the writing test for female students for each of the four forms. The discussion of the results suggest that the interactions between item content and group membership may be conceptualized as indications of multidimensionality. (PN)

ED 234 106 UD 023 014

Codianni, Anthony V., Comp.; And Others
Multicultural Education: Content, Materials, Strategies and Behaviors. A Series of Seminars for School Districts in the Metropolitan St. Louis Area.
Midwest Race and Sex Desegregation Centers, Manhatten, KS.
SPONS. AGENCY- Missouri State Dept. of Education, Jefferson City.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- *Desegregation Methods; *Educational Strategies; Elementary Secondary Education; Metropolitan Areas; *Multicultural Education; *Needs Assessment; Resource Materials; Seminars; *Staff Development; *Teaching Methods
IDENTIFIERS- *Saint Louis City School District MO

In an attempt to increase interdistrict interaction, support the efforts of voluntary metropolitan-wide desegregation, and address similar interests in St. Louis (Missouri) City and County schools, a series of multicultural education seminars was conducted in 1982-83. The seminars (co-sponsored by the Midwest Race Desegregation Assistance Center and the Missouri State Department of Education Title IV Technical Assistance Unit) were based upon a needs assessment of district schools, and addressed the development of multicultural teaching behaviors, the acquisition of multicultural classroom materials, and staff training for multicultural education. The first seminar focused on building a rationale for multicultural education, defining multicultural education, and helping participants from 14 schools to assess the need for multicultural education in their buildings. In the second seminar, each school team analyzed its school's multicultural assessment and developed specific goals to address its concerns. In addition, a panel of ethnic minorities discussed cultural awareness, and multicultural resource materials were disseminated. The final seminar focused on classroom interactions and teacher behavior with culturally diverse students. This report describes the context in which the three seminars were developed and presents the agenda and materials utilized for each of the three seminars. Participant evaluations and a list of participants are also provided. (GC)

ED 233 983 SP 022 700

Northeastern Local School District Course of Study and Instructional Guides for Sex Education.

Northeastern Local School District, Springfield, OH.

PUB DATE- Jun 83
AVAILABLE FROM- Northeastern Local School District, 1414 Bowman Rd., Springfield, OH, 45502 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Birth; *Class Activities; Course Content; *Family Life Education; Human Body; Intermediate Grades; *Lesson Plans; Reproduction (Biology); School Districts; Secondary Education; *Sex Education; *Sexuality; Social Attitudes; Student Attitudes

This course of study was designed to be used by teachers to guide sex education instruction for the 4th through 12th grades. It provides daily lesson plans for teachers to use. The goal of the program is two-fold: (1) to develop an understanding of sexuality, establish a vocabulary of proper terminology, and build a foundation of knowledge on the biological aspects of reproduction; and (2) to develop an understanding of family roles and responsibilities and enlarge students' capacity for making responsible decisions about sexual conduct, parenting, and successful social relationships. Units of instruction are outlined for each grade, with recommendations for class activities and discussions. Test materials are included. The appendix provides an overview of sex education, the planning steps of the committee which developed the program, and a sample parent letter. (JD)

ED 234 013 SP 022 938

Gervais, Robert L.; Dittburner, Delos A.
What Do You Do When...? A Handbook for Classroom Discipline Problems with Practical and Positive Solutions.
Wyoming Univ., Laramie. Center for Research Services and Publications.
PUB DATE- 81
AVAILABLE FROM- Center for Research, Service and Publication, Box 3374, Laramie, WY 82071 ($10.95).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Academic Achievement; Attendance; *Classroom Techniques; *Conflict Resolution; Disabilities; *Discipline Problems; Elementary Secondary Education; Personality Problems; Student Attitudes; *Student Behavior; Student Teacher Relationship; Teacher Attitudes; *Teacher Behavior; Teacher Effectiveness

This book addresses specific classroom management problems. Similar problems are grouped into chapters and are approached from the classroom teacher's point of view. Each problem is defined and discussed as to why it is a concern to a classroom teacher. This is followed by an analysis of the various approaches which a teacher can use to solve the problem. A summary of solutions is also provided at the end of each section. Chapters are on: (1) problems that waste time; (2) teacher preparation; (3) missing classes; (4) talking in the classroom; (5) teacher-created problems; (6) establishing rapport with students and parents; (7) academic problems; (8) supervisory responsibilities; (9) confrontations with students; (10) knowing school policies; (11) dishonesty; (12) student and teacher attitudes; (13) social and personal problems; (14) punishment; and (15) severely handicapped students. (JD)

ED 234 059 TM 830 432

Frechtling, Joy A.; Barnes, Elizabeth
Survey of the Damascus High School Class of 1976.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Nov 82
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Counseling Effectiveness; *Educational Quality; Followup Studies; Graduate Surveys; *High Schools; Postsecondary Education; School Counseling; School Effectiveness; School Surveys; *Study Skills; Vocational Followup
IDENTIFIERS- *Montgomery County Public Schools MD

In the fall of 1981, a survey of the Class of 1976 was conducted to gather information about both what the students had done since completing high school and their opinions regarding the strengths and weaknesses of their high school program. Generally, courses in all areas were rated as satisfactory or excellent, with music receiving especially high marks and mathematics the lowest marks. Students mentioned study skills as an area in which they felt they needed additional preparation. Ninety-one percent of the students reported that they were currently working, mainly in professional and technical jobs and felt that their high school program helped them to develop appropriate work habits and attitudes toward work. The data show that post-high school work experience generally reflected the course of study undertaken while in high school. Regarding postsecondary education, 73 percent reported having attended a college, trade, business, or vocational school since graduation, and 38 percent reported having completed a post-high school course of study. Counseling services appear to have been a problem; of special concern was the lack of information about financial aid available and the reputation of schools and colleges in the student areas of interest. (PN)

ED 234 091 TM 830 602

Pipho, Chris
Student Minimum Competency Testing. Issuegram 20.
Education Commission of the States, Denver, Colo.
PUB DATE- 3 Jan 83

AVAILABLE FROM- Distribution Center Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, Co 80295 (1 to 9 copies, $2.00 ea., over 10, $1.50 ea.).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Achievement Gains; Basic Skills; Educational Diagnosis; Elementary Secondary Education; *Evaluation Utilization; Graduation Requirements; *Instructional Improvement; *Minimum Competency Testing; *Remedial Programs; School Districts; *Test Results

This brief report states that recent emphasis on minimum competency testing has been on using the test results to make better decisions for improving the instructional program and providing remediation. State and local school districts, using advisory committees and commissions, are in various stages of identifying instructional goals and objectives to be used for test item specification and item writing. These activities are followed by field testing and then full-scale testing. States are carefully considering the rights of minority and handicapped students in their testing programs. A chart shows those 17 states that have the high school graduation requirement in place, the type of test to be passed, whether it is state or locally developed, and the first graduating class to which it applies. In many states, there has been considerable discussion about requiring minimum competency tests for grade-to-grade promotion, but little real action has been taken. (PN)

ED 234 122 UD 023 057

Torres, Judith A.; Puccio, Ignazio
Project BABS (Bilingual Academic and Business Skills). O.E.E. Evaluation Report, 1981-1982.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 83
GRANT- G00-810-4752
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Gains; Attendance; Basic Skills; *Bilingual Education Programs; *Business Education; Business Skills; Greek; High Schools; *Internship Programs; *Language Skills; *Limited English Speaking; Program Descriptions; *Program Effectiveness; Russian; Spanish Speaking; Vietnamese
IDENTIFIERS- New York City Board of Education; *Project BABS NY

Project BABS is a Title VII-funded comprehensive project designed to develop the business and basic skills of limited English proficient students of Chinese/Vietnamese, Greek, Russian, and Hispanic descent. Participating students come from six New York City high schools. Major program activities include career counseling, job internships with business enterprises, curriculum development, a computerized reading program, and parental involvement activities. Student objectives include the development of English syntax skills, English reading achievement, and the development of business skills through internships. This report describes Project BABS, discusses the implementation of both instructional and noninstructional components, and provides numerous tables of data on the performance of participating students from each of the six schools. Problems in meeting program objectives are attributed to its late start and to administrative difficulties. A number of suggestions are provided for improvement. Appended to the report are an implementation plan; an intern evaluation form; copies of the After School/Summer Internship Agreement and a student data card; and curriculum, activities, and resource information sheets. (GC)

ED 234 000 SP 022 912

Msosa, James Josuphite

An Examination of the Suitability and Relevance of the Prescribed Textbook for English Literature at Junior Certificate Level in Malawi Secondary Schools. African Studies in Curriculum & Evaluation. No. 50.

African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)

DESCRIPTIONS- *Cultural Differences; Developing Nations; English (Second Language); *English Literature; Foreign Countries; Instructional Materials; Reading Comprehension; *Relevance (Education); Secondary Education; Second Language Instruction; Student Attitudes; *Student Needs; Teacher Attitudes; *Textbook Evaluation

IDENTIFIERS- *Malawi

Although the teaching of English at Junior Certificate level in Malawi secondary schools has only recently been introduced, some problems have been created by the introduction of the prescribed textbook, "A New Introduction to English Literature." This report opens with a critical review of the textbook, citing certain irrelevancies in subject matter and pointing out areas of difficulty, such as vocabulary problems and topics incomprehensible to young students who do not share the background or viewpoints of the textbook authors. Questionnaires were submitted to teachers and students in 30 secondary schools, eliciting their attitudes about the use of the prescribed textbook. Responses revealed the following criticisms: (1) the difficulty level of the book is high; (2) the book is too divorced from the students' cultural background; (3) the addition of literature to the curriculum at this level is at the expense of teaching other needed language skills; (4) examinations (involving the book's contents) do not reflect the stated aims of the literature studies; and (5) there is a lack of continuity in the content of literature represented in the textbook and subsequent literature studies at a higher level. (JD)

Van Horne, Winston A., Ed.; Tonnesen, Thomas V., Ed.
Ethnicity, Law and the Social Good. Volume II. Ethnicity and Public Policy Series.
REPORT NO.- ISBN-0-942672-02-X
PUB DATE- 83
AVAILABLE FROM- University of Wisconsin System American Ethnic Studies Coordinating Committee/Urban Corridor Consortium, P.O. Box 413, Milwaukee, WI 53201 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Bilingual Education; *Civil Rights Legislation; Cultural Pluralism; Elementary Secondary Education; Equal Opportunities (Jobs); *Ethnicity; *Legal Problems; Neighborhood Integration; Racial Segregation; Social Bias; *Social Values
IDENTIFIERS- *Social Good

This volume examines the relationship between ethnicity and the law, looking at the two, first in principle and then as they relate to education, employment, and neighborhoods. Philosophically, the papers included in the book represent 4 different perspectives: (1) that the law should recognize only individual rights and that membership in an ethnic or racial group is a purely private matter; (2) that the law should grant compensatory recognition of ethnic identity; (3) that ethnicity is of inherent value and that public policy should support ethnic diversity because it contributes to the social good; and (4) that ethnicity is a social problem because complex economic and political forces acknowledge and perpetrate ethnic and racial divisions and also often negatively influence these groups. Authors of articles that represent the various perspectives include Peter J. Kellogg, Raoul Berger, Robert M. O'Neil, Nathan Glazer, Richard Ruiz, Cyrena N. Pondrom, Manning Marable, and Richard J. Krickus. (GC)

ED 233 984 SP 022 733

Heitmann, Helen M.
Developing More Effective Curriculum Via "Basic Stuff."
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Concept Formation; *Curriculum Development; *Educational Objectives; *Educational Strategies; Elementary Secondary Education; Instructional Development; *Physical Education; *Program Development; Teaching Methods

Discussed is the design and development of a physical education curriculum, incorporating principles discussed in the "Basic Stuff" physical education series. Four tasks are suggested for planning the curriculum: (1) develop a unit for activity instruction, where the concepts inherent in the sport or activity skills may be identified; (2) develop a unit around a global concept (such as "balance" or "life safety skills"); (3) develop disciplinary units to be taught to students in various grades; and (4) use the "Basic Stuff" format as the organizing center for curriculum construction. Attachments present model curriculum designs which contain: (1) statement of global goal; (2) learning goals; (3) concepts of the activity; (4) student activities; (5) classification of general principles inherent in the activity; and (6) terminal behavioral objectives. The models are for instruction in volleyball, organizing central balance, motor learning, life safety skills, and swimming. (JD)

ED 234 014   SP 022 942

An Evaluation of the Nutrition Services for the Elderly. Volume I. Executive Summary.

Kirschner Associates, Inc., Albuquerque, N. Mex.; Opinion Research Corp., Princeton, N.J.

SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- May 83
CONTRACT- 105-77-3002
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Delivery Systems; Dining Facilities; Eating Habits; Federal Programs; *Food Service; Health Programs; Homebound; Loneliness; Nutrition; *Older Adults; *Outreach Programs; Participant Characteristics; Participation; *Physical Health; Program Evaluation; *Social Isolation
IDENTIFIERS- *Congregate Dining; Meal Programs; *Nutrition Services

This document is part of a five-volume nationwide study of Nutrition Services operations and elderly citizens participating in congregate dining and home delivery services authorized by Title III-C of the Older Americans' Act. The Nutrition Services address a number of problems faced by the nation's elderly, such as dietary inadequacy, declining health status, social isolation, and limited access to social and health services. The major activity of the service is to provide one nutritionally balanced meal per day to the elderly, either in a congregate dining setting or through the provision of home-delivered meals. A second major goal of Nutrition Services is to ameliorate isolation and loneliness that can characterize less mobile elderly citizens. Nutrition sites are also encouraged to provide certain supportive services, if needed, to participants. This evaluation's major concern was whether Nutrition Services significantly benefited older Americans. Some of the survey findings regarding the service population, program characteristics and operations and Nutrition Services' impacts on the elderly include: (1) the participant population is stable; (2) older persons participate frequently in Nutrition Services; (3) most congregate sites are operating at or near capacity; (4) transportation is available to participants at most sites; (5) volunteers (mostly participants) play an important role; (6) Nutrition Services achieve the goal of enhancing dietary intake, offer social benefits to both home-delivered and congregate participants, and provide support services to those who tend to need them most; and (7) nutrition education activities have no discernible impact on participants' dietary intake. (JMK)

ED 234 029 SP 022 961

O'Neal, Sharon; Edwards, Sara
The Supervision of Student Teaching.
Texas Univ., Austin. Research and Development Center for Teacher Education.
REPORT NO.- RDCTE-9045
PUB DATE- Apr 83
AVAILABLE FROM- Research & Development Center for Teacher Education, Education Annex 3.203, University of Texas at Austin, Austin, TX 78712 ($1.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Cooperating Teachers; Helping Relationship; Higher Education; Interpersonal Relationship; Preservice Teacher Education; Student Attitudes; Student Evaluation; *Student Teacher Relationship; *Student Teaching; Supervisory Methods; Teacher Attitudes; Teacher Characteristics; Teacher Influence; *Teacher Supervision
IDENTIFIERS- Texas

Selected findings from a major investigation of preservice clinical teacher education are presented, focusing on the supervision of 20 student teachers by their cooperating teachers. Participants completed background questionnaires, responded to five evaluation questionnaires, kept journals, audiotaped their supervisory conferences, and participated in interviews. They were also observed in their classrooms periodically over the semester. A summary is presented of the analysis of both quantitative and qualitative data gathered in the study, and a description is provided of supervisory conferences conducted by students and cooperating teachers. Findings and conclusions which focus on the supervision and feedback interactions between the student teacher and the cooperating teacher were extracted from three case studies. Conferences appeared to be dominated by the cooperating teachers, and most talk was classified as comment which dealt with classroom events or student teaching activities. Participants tended to discuss teaching rather than the organization of student teaching, or subjects that were outside the teaching realm. Recommendations are made for further research on supervision of student teachers. (JD)

ED 234 045 SP 022 997

O'Hanlon, Timothy P.
Sports and Physical Education in American High Schools: Some Historical Reflections.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrator Attitudes; Athletes; Athletic Coaches; *Athletics; Basketball; Educational Development; Educational History; Football; High Schools; High School Students; *Males; *Physical Education; Physical Education Teachers; Public Education; Social Influences; *Social Values; *Student Participation

Public schooling was restructured and reoriented in fundamental ways during the decades immediately preceding the First World War. Schools were engaged in the process of preparing people for specialized work roles, but reformers were also concerned that the schools inculcate common social values. A wide range of extracurricular activities was established during this period and justified on the basis of their cultivating appropriate social attitudes. Prominent physical educators began stressing social and psychological aims of their subject early in the century. Spurred on by the preparedness crisis of World War I, physical education programs for boys did not enter high schools on a large scale until the 1920s. Until then, popular team sports, like football and basketball, usually preceded physical education programs into the high schools and were student controlled, maintained a separate identity, and were "rife with corruption." By the 1920s, athletics were under school control, with competition between teams in most states regulated by conferences. Two controversies continue to surround high school athletics: (1) popularity and intensity of interschool sports; and (2) their exclusiveness. (JMK)

ED 234 075 TM 830 559

Maryland Accountability Program Report VI, School Year 1978-1979.
Maryland State Dept. of Education, Baltimore.; Westat Research, Inc., Rockville, Md.
PUB DATE- 1 Nov 81
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Achievement; *Accountability; Annual Reports; *Basic Skills; Elementary Secondary Education; Language Arts; Mathematics; National Norms; Reading Comprehension; State Departments of Education; *State Programs; Tables (Data); *Test Results
IDENTIFIERS- Iowa Tests of Basic Skills; *Maryland

The sixth report required by the Maryland Educational Accountability Act contains information about goals for Maryland public education and progress toward those goals. The first section explains accountability, the Maryland Accountability Act, and limitations of current instruments for measuring learning progress. The central purpose of the report is to present Maryland accountability assessment information. The reading comprehension, language, and mathematics skills covered by the Iowa Test of Basic Skills were assessed in the third, fifth, and seventh grades. Maryland's 1978-79 third and fifth graders scored better than, or the same as, their 1970 national norm sample counterparts; the seventh graders' averages fell short of the seventh grade averages in the national norm sample. The average grade equivalent scores, by skill area, are shown for each school within each county. Tables display the countywide average grade equivalents for the tests, along with the average nonverbal ability scores, over the past five Maryland Accountability Program reporting years. The last section of the report contains a short summary of progress in special program areas in the state: (1) Project Basic, (2) mandate for special education program monitoring and evaluation, and (3) Project STAR Reading Intervention. (PN)

ED 234 107 UD 023 020

Taeuber, Karl
Racial Residential Segregation, 28 Cities, 1970-1980.
Wisconsin Univ., Madison. Center for Demography and Ecology.
REPORT NO.- CDE-WP-83-12
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- *Black Population Trends; *Racial Distribution; *Racial Segregation; *Residential Patterns; *Urban Areas; *Urban Demography

Racial residential segregation persists at high levels in all American cities with sizeable black populations. In 1980, 28 cities with black populations of more than 100,000 were home for 9.7 million blacks, more than a third of all American blacks. The average segregation index score for these cities was 81, when 100 means that every city block is either 100 percent black or 0 percent black. Neither the size of the black population nor its percentage of the total city population can be used to predict how segregated a city is. Racial exposure measures, which calculate the extent to which blacks are exposed to nonblack residents in their home neighborhoods, and similarly, nonblacks to black residents, also indicate the extent of racial segregation in the 28 cities. The 1980 average segregation index score has declined from the 87 of 1970, thus continuing the trend that was apparent in the 1960s. More rapid declines are possible, as shown by 8 individual city scores which declined by over 10 points. Seven cities, however, failed to decline by more than two points. Reasons for the differences are not known. (CMG)

Jackson, Douglas N.
Construct Validity in Vocational Interest Measurement.
PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Career Counseling; *Criterion Referenced Tests; Factor Analysis; *Interest Inventories; *Test Construction; Test Items; Test Reliability; *Test Validity; *Vocational Interests
IDENTIFIERS- Generalizability (Tests); Jackson Vocational Interest Survey

Concern for enhancing construct validity of vocational interest measures provides a focus for scale construction quite distinct from that derived from a criterion-referenced strategy: Construct-oriented measurement implies: (1) substantive definitions of dimensions; (2) concern for internal consistency reliability, as well as generalizability; (3) evaluation of structural relationships among items and scales; (4) suppression of response biases; (5) emphasis on minimum redundancy among scales; (6) evaluation of convergent and discriminant validity of scales and profiles; and (7) evaluation of criterion validity for configuration of scales and profiles, as well as single scales. A construct-oriented approach: (1) permits hypothesis testing regarding vocational interest constructs; (2) provides a firmer empirical foundation than do armchair methods for identifying general occupational themes; (3) allows vocational interest profiles of criterion groups to be clustered to identify more parsimonious typal dimensions; and (4) contributes to sex-fair counseling through construct measurement. These implications are illustrated with data from the development of the Jackson Vocational Interest Survey (JVIS) and from a study by Jackson, Holden, Locklin and Marks (1983) in which academic major groups based on the JVIS profiles of 10,134 students were clustered into 17 distinct sets. (Author/PN)

ED 234 092 TM 830 603

Milne, Ann M.; And Others

Single Parents, Working Mothers and the Educational Achievement of Elementary School Age Children. Working Draft.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 83
CONTRACT- 300-80-0778
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Black Students; Dual Career Family; Elementary Education; *Elementary School Students; *Employed Parents; *Family Income; Models; *Mothers; *One Parent Family; Racial Differences; Scores; White Students

Using a nationally representative database of students in grades one through six, this study estimates the effects of number of parents and maternal working on children's school-related achievement. Achievement scores are lower for children from one-parent than from two-parent homes. The effect appears to work primarily through the lower income of one-parent homes and its impact on subsequent variables in the model. The effects of maternal working differ for various subgroups. Children from two-parent homes have lower achievement if the mother works, and the magnitude of the effect is directly related to the amount of time worked. For black children from two-parent homes the direct effect is negative, but the total effect is offset by enhanced family income; no such offsetting, positive effect appears for comparable white children. Black children from one-parent homes have higher achievement if the mother works, mediated to a large extent by increased family income. (Author)

ED 234 123 UD 023 058

Collazo-Levy, Dora; And Others
Project A.B.C. (Bronx Academic Bilingual Career Program). O.E.E. Evaluation Report, 1981-1982.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 83
GRANT- G00-810-4559
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Gains; *Bilingual Education Programs; *Career Education; English (Second Language); High Schools; Italian; Limited English Speaking; Program Descriptions; *Program Effectiveness; *Resource Centers; Spanish Speaking; Vietnamese; Vocational Education
IDENTIFIERS- *Bronx Academic Bilingual Career Program; New York City Board of Education

Project A.B.C. (Academic Bilingual Career Program) is a multisite project serving new immigrant students at three different high schools in the Bronx, New York: Vietnamese (Chinese ethnics) at Theodore Roosevelt, Italians at Christopher Columbus, and Cubans and Dominicans at John F. Kennedy high schools. Project students are incorporated into the schools' regular bilingual programs, and receive additional special resources. As well as attending ESL and native language arts classes, participants take content-area subjects (mathematics, science, social studies) in their native language. Analysis of the program's first year of operation found that most students met program objectives in English syntax. Performance in other areas was variable. This evaluation report attributes failures to meet objectives to organizational and administrative difficulties and provides a number of recommendations regarding: (1) the development of career resource centers at each site; (2) completion of implementation of the curriculum development component within the Italian bilingual program; (3) curriculum development and location of Vietnamese-speaking teachers for program students at Roosevelt High; and (4) continued efforts toward developing an instrument to measure native language ability for the Vietnamese students. (GC)

ED 233 985 SP 022 792

Leinhardt, Gaea
Novice and Expert Knowledge of Individual Student's Achievement.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Cognitive Style; *Decision Making; Educational Research; Informal Assessment; *Schemata (Cognition); *Student Evaluation; Student Teacher Relationship; Teacher Attitudes; *Teacher Behavior; *Teacher Effectiveness; Teaching Methods

This paper is part of a series of studies about the nature of expertise in teaching and the cognitions of effective teachers. A summary offered of psychological research on the nature of expertise indicates that experts often know more, in a more elaborate way, about the subject than novices and organize knowledge in a different fashion. It is also noted that tasks presented elicit different levels of schema--that is, the same elements in a task may be identified by both experts and novices, but key elements trigger deeper, and more elaborate schema for experts than for novices. A description is given of an evaluation study in which novices (observers with two years of classroom experience) and experts (teachers) estimated the overlap between the curriculum to which a child had been exposed and a criterion test for each child. Four of the teachers and three of the observers were further asked to provide a discussion of their thoughts while doing the overlap task. The quantitative findings are reviewed, and the qualitative findings are discussed in detail. Also included are quotations of subjects' thoughts, as the subjects formed conclusions on and predicted the potential abilities and expected achievement of the children. Directions for the overlap test are appended as well as diagrams illustrating the subjects' thought processes. (JD)

ED 234 001 SP 022 914

Mutiso, Margaret A.

Towards Determining and Developing an Appropriate Video Programme for In-Service Training of Primary School Teachers in Kenya. African Studies in Curriculum Development & Evaluation. No. 52.

African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).

PUB DATE- Oct 82

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)

DESCRIPTIONS- Developing Nations; *Educational Technology; Elementary Education; Foreign Countries; Inservice Teacher Education; *Instructional Materials; *Material Development; Parent Attitudes; Program Content; Program Evaluation; *Social Studies; Student Attitudes; Teacher Attitudes; Video Equipment

IDENTIFIERS- *Kenya

A study evaluated the social studies program in Kenya's Primary Education Project Schools as a prerequisite to designing and developing appropriate video media for future training of Kenya's inservice teachers. A questionnaire, a teaching-learning observation schedule, and informal interviews were used for collecting data from teachers in 49 trial schools, and several headmasters and parents. These instruments were prepared to help answer questions aimed at finding out teachers' familiarity with content and methodology of social studies, teachers' and pupils' reactions to various social studies units, and teachers' and parents' attitudes toward the subject. Data analysis showed that teachers used recommended teaching strategies and that both students and teachers were enthusiastic about social studies. Because teaching material was found to be lacking, a recommendation was made to prepare a video program illustrating effective use of field trips and resource people in teaching and learning. Such a program is outlined and includes a shooting/editing script and commentary. Many of the research instruments are appended, and numerous tables display study data. (JMK)

ED 234 046 SP 023 000

Rosen, Sylvia, Ed.; And Others
Teacher Preparation in Small Colleges: Regular Educators and the Education of Handicapped Children.
American Association of Colleges for Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 83
GRANT- G00820039
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Change Strategies; *Curriculum Development; *Disabilities; Educational Change; Educational Resources; Educational Strategies; Faculty Development; Financial Support; Grants; Higher Education; Learning Disabilities; Physical Disabilities; Program Development; *Small Colleges; *Special Education Teachers; *Teacher Education Curriculum; Teacher Education Programs
IDENTIFIERS- *American Association of Colleges for Teacher Educ

The American Association of Colleges for Teacher Education (AACTE) surveyed its member small institutions on the status of their programs for preparing teachers for working with handicapped students. Each chapter in this report on the survey is written by different educators from various small colleges in the United States. Chapter 1, "Coping with Limited Resources" (Norene F. Daly), discusses difficulties that small colleges face in responding to changes such as those required by Public Law 94-142. The second chapter, "Revising the Teacher Education Curriculum: Models of Change" (Ann C. Shelly and Randolph J. Schenkat), outlines several processes that small colleges can follow in curricular revision and describes the experiences of three institutions. Chapter 3 discusses "Maximizing Resource-Sharing Opportunities" (Lesley A. Wheatley) and shows how to select resources carefully. "The Small College Setting: Creative Responses to Common Cries for Help" (Carol R. Sivage) is the topic of chapter 4, which relates the successful strategies that specific small colleges have employed to cope with limited resources. Chapter 5, "Grantsmanship--Small Can be Beautiful" (Alfred Schwartz), contains practical advice for small college faculty members who do not have the services of development offices to track down money to fund special projects. (JMK)

ED 234 076 TM 830 560

Maryland Accountability Program Report VII, School Year 1979-1980.
Maryland State Dept. of Education, Baltimore.; Westat Research, Inc., Rockville, Md.
PUB DATE- 1 Mar 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Academic Achievement; *Accountability; Annual Reports; *Basic Skills; Elementary Secondary Education; Language Skills; Mathematics; National Norms; Reading Comprehension; State Departments of Education; *State Programs; Tables (Data); *Test Results
IDENTIFIERS- Iowa Tests of Basic Skills; *Maryland

The seventh report required by the Maryland Educational Accountability Act contains information about goals for Maryland public education and progress toward those goals. The first section explains accountability, the Maryland Accountability Act, and limitations of current instruments for measuring learning progress. The central purpose of the report is to present Maryland Accountability assessment information. The reading comprehension, language, and mathematics skills covered by the Iowa Tests of Basic Skills were assessed in the third, fifth and seventh grades. Maryland's 1979-80 third and fifth graders scored better than, or the same as, their 1970 national norm sample counterparts; the seventh graders' averages fell short of the seventh grade averages in the national norm sample. The average grade equivalent scores, by skill area, are shown for each school within each county. Tables display the countywide average grade equivalents for the tests, along with the average nonverbal ability scores, over the past six Maryland Accountability Program reporting years. The last section of the report contains a short summary of progress in special program areas in the state: Project Basic, and mandate for special education program monitoring and evaluation. (PN)

ED 234 108 UD 023 021

Grusky, David B.; Hauser, Robert M.
Comparative Social Mobility Revisited: Models of Convergence and Divergence in 16 Countries.
Wisconsin Univ., Madison. Center for Demography and Ecology.
REPORT NO.- CDE-WP-83-6
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Blue Collar Occupations; Comparative Analysis; *Employment Patterns; Farm Occupations; Foreign Countries; Mathematical Models; *Occupational Mobility; *Predictor Variables; Research Methodology; *Social Mobility; *Social Stratification; White Collar Occupations
IDENTIFIERS- Featherman Jones Hauser Hypothesis

Reanalysis of a standard set of data for 16 nations has brought new insights into the leading issues of comparative social mobility. The reanalysis provides considerable support for the Featherman-Jones-Hauser hypothesis, which claims that there is convergence in mobility processes once conditions of occupational supply and demand are controlled. The hypothesis is modified, however, in two respects: First, it is qualified by the suggestion that uniformity in mobility regimes is not limited to highly industrialized societies but may apply equally to less developed societies; and second, it is elaborated through specification of the structure of the shared mobility regime. Properties of mobility shared by the 16 countries considered are: (1) symmetry of exchange between occupational strata; (2) equality of mobility chances off the main diagonal; (3) severe immobility at the two extremes of the occupational hierachy; and (4) considerable mobility in the middle of the hierachy. These findings of basic similarity do not preclude findings of deviation from the common mobility regime, which seem to be at least as much a consequence of political organization as of economic development. The effects of political and economic variables on mobility processes are more complex than commonly supposed because they differ across occupational strata. (Author/CMG)

ED 234 015 SP 022 943

An Evaluation of the Nutrition Services for the Elderly. Volume II. Analytic Report.

Kirschner Associates, Inc., Albuquerque, N. Mex.; Opinion Research Corp., Princeton, N.J.

SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- May 83
CONTRACT- 105-77-3002
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Delivery Systems; Dining Facilities; Eating Habits; Federal Programs; *Food Service; Health Programs; Homebound; Loneliness; Nutrition; *Older Adults; Outreach Programs; *Participant Characteristics; Participation; Physical Health; *Program Costs; Program Evaluation; Social Isolation
IDENTIFIERS- Congregate Dining; Meal Programs; Nutrition Services

This document is part of a five-volume nationwide study of Nutrition Service operations and elderly citizens participating in congregate dining and home delivery services authorized by Title III-C of the Older Americans' Act. This volume contains the analytic report, which presents the major findings of the evaluation. Chapter 1 gives a report overview and acknowledgements, and chapter 2 provides an executive summary of the full report. The third chapter discusses Wave I versus Wave II program operations, and program impacts is the subject of chapter 4. Chapter 5 details support services, and chapter 6 lists contributions received. The seventh chapter talks about priority participants, and chapter 8 discusses the home delivery service. (JMK)

ED 234 030 SP 022 962

O'Neal, Sharon
An Analysis of Student Teaching-Cooperating Teacher Conferences as Related to the Self-Concept, Flexibility, and Teaching Concerns of Each Participant.
Texas Univ., Austin. Research and Development Center for Teacher Education.
REPORT NO.- RDCTE-9048
PUB DATE- Apr 83
AVAILABLE FROM- Research and Development Center for Teacher Education, Education Annex 3.203, University of Texas at Austin, Austin, TX 78712 ($1.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cooperating Teachers; Higher Education; *Individual Characteristics; *Interpersonal Communication; Interpersonal Relationship; Locus of Control; Preservice Teacher Education; Receptive Language; Self Concept; Self Evaluation (Individuals); Student Attitudes; *Student Teachers; Supervisory Methods; Teacher Attitudes; *Teacher Characteristics

Personal and professional characteristics of student teachers and cooperating teachers and their relation to supervision were studied. Conferences between 20 student teachers and their cooperating teachers were analyzed. Participants self-administered five instruments at the beginning, middle, and end of the student teaching experience: the Educational Preference Scale, Teacher Concerns Questionnaire, Rigidity-Flexibility Index, Internal-External Locus of Control, and the Self-Perception Inventory. All supervisory conferences were audiotaped. Findings indicated that cooperating teachers dominated the conferences and that teaching was discussed most often, with both participants making highly specific statements dealing with methods and materials. Cooperating teachers with high scores on the personality measures indicated concerns with the cognitive domain and tended to make specific statements during conferences. Student teachers reporting high flexibility were likely to focus on the objectives of a lesson rather than methods, materials, or execution. (JD)

ED 234 061 TM 830 516

Doolittle, Allen E.

The Reliability of Measuring Differential Item Performance.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Black Students; *Item Analysis; *Racial Factors; *Reliability; Statistical Analysis; *Test Bias; *Test Items; White Students
IDENTIFIERS- *ACT Assessment

The stability of selected indices for detecting differential item performance (item bias), from one randomly equivalent sample to another, is addressed. Some recent research has criticized these indices as too unreliable for utility in measuring bias in achievement test items. Using data from a national testing of the ACT Assessment, however, this study suggests that the reliability of the indices is situation-specific. Bias detection indices may be viewed as most reliable in testing situations that involve large sample sizes and some item heterogeneity. A preference is also stated for assessing reliability based on signed rather than unsigned indices. (Author)

ED 234 093 TM 830 604

Myers, David E.; And Others

Single Parents, Working Mothers and the Educational Achievement of Secondary School Age Children.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 83
CONTRACT- 300-80-0778
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Black Students; Dual Career Family; *Employed Parents; *Family Income; Models; *Mothers; *One Parent Family; Racial Differences; Scores; Secondary Education; *Secondary School Students; White Students

This paper presents a replication of previous research which estimated a structural equation model relating elementary school age students' achievement to the number of parents and maternal work. The research presented here focuses on secondary school age students, and provides partial support for previous findings in which elementary school age students were analyzed. The effects of maternal work were found to be similar in both the elementary and secondary school samples (e.g., negative total effects on student's achievement in two parent families and positive total effects in one-parent, black families), but the total effect of number of parents on student's achievement for secondary school age students tended to be negligable. (Author)

ED 234 124 UD 023 059

E.H.A., Part B Flow-Through Entitlement's Project Speak. O.E.E. Evaluation Report, 1981-82.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Disabilities; Expressive Language; *Language Acquisition; Listening Comprehension; *Parent Child Relationship; *Parent Education; *Parent Role; Preschool Education; Program Effectiveness
IDENTIFIERS- New York City Board of Education; *Project Speak

This report presents an evaluation of the third and final year of Project Speak, funded under Part B of the Education for All Handicapped Children Act. Project Speak was initiated to stimulate the language development of preschool handicapped children through direct instruction and parent training. The program provided home-based language intervention, with training consisting of twice-weekly, 50-minute home visits designed to foster language development, demonstrate appropriate and constructive adult-child intervention, and assist parents in reinforcing the language acquisition skills of their severely to profoundly handicapped children. Parents were also trained in developmentally appropriate language activities. Analyses of data from formal and project-developed measures indicate that program objectives were met or surpassed. Participating children improved significantly in both auditory language comprehension and expressive language ability. In addition, parents and guardians of participating children gradually increased their use of the environment and of their own language development. It is thus recommended that the program's instructional techiques be replicated in other programs for preschool handicapped children and that they be tested and, if successful, implemented with older handicapped children. (GC)

ED 233 986 SP 022 793

Leinhardt, Gaea
Overview of a Program of Research on Teachers' and Students' Routines, Thoughts, and Execution of Plans.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Decision Making; *Educational Psychology; *Educational Research; Elementary Education; *Epistemology; Lesson Plans; Mathematics Instruction; *Schemata (Cognition); *Teacher Effectiveness

This paper presents an overview of a program of research analyzing teaching as a cognitive skill and exploring the cognitive information carried by classroom students. The research, which focuses on cognitive skills required for performing a complex interactive task in an ill-structured, dynamic task environment, is being conducted in the specific context of the presentation of expert elementary school teachers. A review is presented of previous work by educational psychologists and cognitive scientists who have explored epistemological theories as they apply to the act of teaching. A description is given of the sequence of mental processes an expert teacher uses in planning and teaching a lesson, the knowledge base from which the teacher operates, and how it determines the structure of activity episodes for the lesson. Also discussed are empirical studies that provide detailed information regarding characteristics of knowledge that constitute cognitive skill in teaching, including general schematic knowledge of teaching activities, construction of plans, knowledge of the subject matter and related pedagogy, and detailed sequences of events that occur during presentation of lessons. Figures illustrating general models of instruction and cognition are appended. (JD)

ED 234 002 SP 022 915

Mampouya, Georges

A Study of the Effectiveness of the Teaching of the English Language in the Congo. African Studies in Curriculum Development & Evaluation. No. 53.

African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)

DESCRIPTIONS- Bilingual Education; Developing Nations; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; Instructional Materials; *Language Teachers; Program Effectiveness; Program Evaluation; *Second Language Instruction; *Teacher Education; *Teaching Methods

IDENTIFIERS- *Congo

While French is the official language of the Congo, the study of English is compulsory throughout the entire seven years of secondary education. A study evaluated the effectiveness of English education, focusing on the training, qualifications, motivation, and morale of the English teacher; the suitability, appropriateness, and design of existing instructional materials; and the general English curriculum. For the study, major foreign language teaching methods were reviewed and their relative effectiveness assessed. Data were obtained from English teachers, Inspectors of English language, and student teachers of English, by means of questionnaires, observation, and interviews. Responses provided information on attitudes on reasons for training as English teachers; length and content of training; staff quality; objectives of the teaching of English in the Congo; and recommendations for improvement. QuestTons were raised about the necessity for English instruction end the effectiveness of the current system. Among the recommendations were suggestions that more specific and moderate objectives be set for the teaching of English, and that English instruction should be started later in the secondary school curriculum, with more mature students. Suggestions were also made for improving teacher education. (JD)

ED 234 016 SP 022 944

An Evaluation of the Nutrition Services for the Elderly. Volume III. Descriptive Report.
Kirschner Associates, Inc., Albuquerque, N. Mex.; Opinion Research Corp., Princeton, N.J.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- May 83
CONTRACT- 105-77-3002
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Delivery Systems; Dining Facilities; Eating Habits; Federal Programs; *Food Service; Health Programs; Homebound; Loneliness; Nutrition; *Older Adults; *Outreach Programs; *Participant Characteristics; Participation; *Physical Health; Program Evaluation; Social Isolation
IDENTIFIERS- Congregate Dining; Meal Programs; Nutrition Services

This document is part of a five-volume nationwide study of Nutrition Services operations and elderly citizens participating in congregate dining and home delivery services authorized by Title III-C of the Older Americans' Act. A descriptive report is contained in this volume, which presents non-selective and preliminary analysis of the data base resulting from the research. This volume is intended as a supplemental resource to other volumes of the study. Section 1 gives a report overview, and section 2 describes program characteristics and operations in great detail. The data described in this section result from interviews with Nutrition Services management staff. The third section reports on interviews with program participants and non-participants and focuses on the reach of Nutrition Services programs; the perception of program participants of congregate dining services; and participant awareness and utilization of site nutrition education offerings, shopping assistance services, site medical assistance, and site recreation activities. (JMK)

ED 234 047 SP 023 004

Freedman, Sara; And Others
The Effects of the Institutional Structure of Schools on Teachers. Final Report.
Boston Women's Teachers' Group, W. Somerville, MA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 1 Sep 82
GRANT- NIE-G-81-0031
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Career Development; Educational Environment; Elementary Education; *Elementary School Teachers; *Institutional Characteristics; Job Satisfaction; Self Esteem; *Teacher Administrator Relationship; *Teacher Attitudes; Teacher Burnout; Teacher Role; *Teaching Conditions; *Teaching Experience; *Women Faculty

The effects of teaching on teachers was investigated. Interviews with female elementary school teachers were conducted on a bi-weekly basis during 2 years of data collection. An analysis was made of the relationship between teachers' work experiences over the course of their careers within specific institutional structures, and their perceptions of the meanings of these work experiences to their self-esteem, sense of job satisfaction, and sense of efficacy. Selected excerpts from the interviews reveal the teachers' attitudes, thinking, and perceptions about: (1) conflicts inherent in the accepted goals of public education and the reality of public schools as they operate on a daily basis; (2) conflicting standards teachers face and their recognition of their inabilities to meet societal expectations; (3) historical roots and continuing impact of conflicting demands on teachers; (4) divisions within the school staff which create an increasingly hierarchical and segmented working force; (5) pressures and expectations that lead to burnout; and (6) teachers' positions within the school system and institutional conflicts inherent in the teachers' roles. (JD)

ED 234 062 TM 830 526

Longitudinal Evaluation of the C/A/I Computer Assisted Instruction Title I Project, 1979-1982.

Metrics Associates, Inc., Chelmsford, MA.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- *Achievement Gains; Analysis of Variance; *Computer Assisted Instruction; Elementary Secondary Education; Evaluation Methods; Language Arts; *Longitudinal Studies; Mathematics; Pretests Posttests; *Program Evaluation; Reading Comprehension; Standardized Tests
IDENTIFIERS- *Elementary Secondary Education Act Title I; Metropolitan Achievement Tests; Normal Curve Equivalent Scores

The Computer Assisted Instruction (CAI) Project, from the Merrimack Education Center, is an alternative, supplementary approach to providing reading, mathematics, and language arts instruction in local schools. Beginning in 1979, a 3-year project was begun to determine whether the addition of a CAI System to regular Elementary Secondary Education Act (ESEA) Title I programs in reading and mathematics would result in superior student achievement gains compared with those observed for Title I students who had not been exposed to CAI. Normal curve equivalent gain scores on the Metropolitan Achievement Tests (Metro 78) Survey Component, Basic Battery were used in all analyses. Two-way analysis of variance was the analytical model employed with treatment (CAI or Non-CAI) and grade level as main effects for data from each of the 3 years. Results showed a clear, and usually significant, effect attributable to the CAI treatment for both reading and mathematics throughout the 3-year period. In the third year, results for both reading and mathematics were significant. No interaction between treatment and grade level was found, though grade level was often a significant effect. (Author/PN)

ED 234 077 TM 830 561

Higgins, James E.; And Others
Measurement and Evaluation in Indiana Public Schools.
Indiana State Univ., Terre Haute. Curriculum Research and Development Center.; Indiana State Univ., Terre Haute. Evaluation Assistance Center.
PUB DATE- Feb 83
AVAILABLE FROM- Curriculum Research and Development Center, Statesman Towers West, School of Education, Indiana State University, Terre Haute, Indiana 47809.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrators; *Computer Assisted Testing; *Educational Testing; Elementary Secondary Education; Evaluation Methods; Measurement Techniques; *Public Schools; Self Evaluation (Individuals); *Standardized Tests; *Teacher Made Tests; Teachers; *Test Wiseness
IDENTIFIERS- *Indiana

This report discussed the following questions in regard to testing, measurement and evaluation in the Indiana public schools: (1) Where are we? (2) Is "where we are" different from where we perceive we should be? (3) Do teachers feel competent in testing? (4) How are teachers' skills viewed by their "superiors," the central office administrators? and (5) Where would educational assistance staff time and energy be best served? It is felt that the results of this data collection can be used to develop additional inservice thrusts, and also to identify preservice needs that can and should be met by faculty members in the various teacher-training colleges and universities within the state. Opinionnaires were mailed to approximately 1200 teachers, 900 principals, and 300 superintendents--with a return rate of 348, 418, and 164 respectively. Specific analyses of selected data are addressed in the following chapters of this monograph: (1) classroom testing, (2) standardized testing, (3) pupil test-taking skills and the testing environment, (4) the computer in testing, and (5) an administrator's self-appraisal. (PN)

ED 234 094 TM 830 606

Perlberg, Arye
Towards a Theoretical Conceptualization of Instructional Evaluation.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Evaluation Methods; *Feedback; Foreign Countries;
*Instructional Improvement; *Intervention; Practicum Supervision;
*Student Evaluation of Teacher Performance; Teacher Effectiveness;
*Teacher Improvement; Teacher Supervision
IDENTIFIERS- Israel (Haifa)

Instructional evaluation by students is viewed as one of the main vehicles to improve teaching-learning processes in higher education. There is also a growing trend to use this information for administrative purposes such as tenure, promotion and merit pay. On the other hand, reviews of research show almost consistently that written feedback from students, when given without any additional treatment, is not effective in achieving behavioral changes and improving teaching-learning processes. This paper provides explanations why there are slim chances that written or oral feedback alone will be effective in modifying behavior. In developing a theoretical conceptualization of instructional evaluation the author analyzes the role of teaching in higher education and the reward structure in the university organization; theories of feedback, motivation, behavioral and organization change, self-efficacy and attribution. Drawing on research in teacher education, training, coaching and faculty development, the paper points towards effective faculty development programs which entail multiple sources of feedback and confrontation techniques and which have better chances of improving teaching-learning processes in higher education in spite of a non-supportive organizational environment. (Author/PN)

ED 234 109 UD 023 024

School Uses of Microcomputers. Reports from a National Survey. Issue No. 2.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Class Activities; *Computer Assisted Instruction; *Computer Literacy; Educational Technology; Elementary Secondary Education; *Microcomputers; Teaching Methods; Use Studies

This report presents findings from a national survey on the extent of microcomputer use in elementary and secondary schools. The survey results indicate that: (1) in half of the schools with microcomputers, only one or two are regular users; (2) many teachers have become more than mere computer users and spend much time on programing; (3) in schools with microcomputers, one student in every seven uses the computer in an average week; (4) secondary schools are more likely to have microcomputers, and to have more of these, than elementary schools; (5) secondary school students have more access time to computers than elementary school students; (6) computer access time for students increases as schools get more microcomputers; (7) more computer time is used for programing than for drills and remedial activities; and (8) in elementary schools, drill and practice programs using computers function to increase students' understanding of the computer more than to teach subject matter and basic skills. (Author/MJL)

ED 234 031 SP 022 963

Burns, David
Burwood Education Centre: A Multi-Campus Service.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Community Education; *Educational Facilities; *Education Service Centers; Foreign Countries; Higher Education; *Inservice Teacher Education; Parent Education; Resource Centers
IDENTIFIERS- *Burwood Education Centre (Australia)

The Burwood Education Centre (Victoria, Australia) has many unique features. The center supports and initiates inservice education programs for teachers, parents, and others interested in education. It also initiates and manages a range of self-funded community education programs and provides a wide range of campus facilities for schools and community organizations. In this paper, which describes the center's features, the following topics are covered: (1) objectives of the center; (2) location, facilities, equipment, and staffing; (3) developments in staffing and financing; (4) sources of support; (5) membership and responsibilities of the management committee; (6) inservice education in the center; (7) groups using the center and its facilities; and (8) community education programs in the center. (JD)

ED 234 125 UD 023 060

Torres, Judith A.; And Others

Fort Hamilton High School. Project ELITES: Education for Life Through Extended Services. O.E.E. Evaluation Report, 1981-1982.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Feb 83

GRANT- G00-800-5991

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Achievement Gains; Arabic; Attendance; *Bilingual Education Programs; Career Education; Curriculum Development; Greek; High Schools; Mainstreaming; Native Language Instruction; *Program Effectiveness; Spanish; Spanish Speaking; Staff Development; *Transitional Programs

IDENTIFIERS- New York City Board of Education; *Project ELITES

Project ELITES provides bilingual education to 307 Spanish-speaking, Arabic-speaking, and Greek-speaking students at Fort Hamilton High School, Brooklyn, New York. Project ELITES's philosophy is to mainstream students after two years of participation. The program's individualized approach is obtained through a 3-tiered instructional format: gifted, career/occupational, and low literacy. This report evaluates the instructional component, staff development activities, and materials development for 1981-82, the program's second year of operation. Data presented indicate that most of the program's English language objectives were met by participating students. Further, many participants performed well in mathematics, science, and social studies courses. Passing rates in Fall term business and vocational education were lower than the mainstream passing rates for Spanish and Arabic program students, but Greek students had higher passing rates. In the Spring term, passing rates improved for all groups of program participants. The average attendance rate for program students was significantly higher than the mainstream attendance rates. (GC)

ED 233 987 SP 022 825

Ranney, D. A.
The Value of Biomechanical Research in Dance.

PUB DATE- 26 Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Biomechanics; *Dance; *Kinetics; Motor Development; Motor Reactions; Movement Education; *Perceptual Motor Learning; *Psychomotor Skills

Simple observation of dance movement, while very useful, can lead to misconceptions, about the physical realities of dance movement, that make learning difficult. This gap between reality and understanding can be reduced by the application of biomechanical techniques such as cinematography, electromyography, and force-plate analysis. Biomechanical analysis has proved a useful tool in many fields, but its use in studying dance movement has been very limited. The few studies that have been conducted concern posture, jumping, turning, kicking, bending the knees with or without holding a barre, and standing on tip-toe. Such studies in dance have been confined to ballet, because the movements in ballet are more stylized, and therefore more easily analyzed. While biomechanical analysis helps in the understanding of dance, it has also been found that dance helps in the understanding of biomechanics. There are many more dance movements in ballet awaiting investigation, and beyond that waits the still more difficult analysis of modern and ethnic dance. (CJ)

ED 234 095 TM 830 608

Siegel, Arthur I.
Trainability Testing for Navy Selection and Classification.
Applied Psychological Services, Inc., Wayne, Pa.
SPONS. AGENCY- Navy Personnel Research and Development Center, San Diego, Calif.
REPORT NO.- NPRDC-TR-83-25
PUB DATE- Jul 83
CONTRACT- N00123-77-C-1369
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Classification; Evaluation Methods; Military Personnel; *Performance Factors; *Personnel Evaluation; *Personnel Selection; *Predictive Validity; *Test Construction
IDENTIFIERS- Armed Services Vocational Aptitude Battery; *Miniature Training and Evaluation Battery; *Navy

This is the third report on the use of a technical classification assessment center (TCAC) for evaluating general detail (GENDET) personnel in the Navy. The first two reports described the development of the TCAC and the validation of the TCAC against supervisors' ratings of job performance for a small exploratory sample. This report presents the further development and modification of the tests and the validation of their usefulness for assigning GENDETS as seamen, firemen, and airmen. A ten-exercise miniature training and evaluation battery (MTEB) was administered to 1,034 Navy recruits who were ineligible for assignment to Navy schools. Followup data were collected after 9 and 18 months. The MTEB exercises were judged to be at an appropriate difficulty level, to possess acceptable discriminating power, and to be adequately unidimensional. The predictive validity of the exercises was found to be moderate. An increase in predictive power was evidenced if the MTEB exercises were employed in conjunction with the Armed Services Vocational Aptitude Battery. The results are interpreted to support the value of the MTEB exercises developed for this study and the MTE concept itself. The appendices include a technical performance criterion form for seamen and a form for collecting criterion data about recruit adjustment. (Author/PN)

ED 234 110 UD 023 028

Gillespie, Bonnie J.
Critical Issues Affecting Black Colleges and Universities in the 1980's and 1990's.
PUB DATE- 3 Mar 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Black Colleges; *Developing Institutions; Educational Administration; Educational Finance; *Educational Innovation; *Educational Objectives; Higher Education; Literature Reviews; *Social Change; *Social Influences; Systems Analysis; Technological Advancement

The major thesis of this paper is that black colleges and universities are fundamental parts of the overall American society, which is fraught with change, oppression, chaos, and post-industrial problems; therefore, it contends, the survival of these minority institutions depends upon their keeping pace with today's technological trends. Based on a systems analysis paradigm, the paper reviews literature in three main areas: (1) the American environment (historically); (2) black colleges and universities; and (3) the contemporary social climate. It is emphasized that to survive, black institutions must be able to innovate, create, and be imaginative in developing programs in financing; goals, objectives, and purpose; and governance/administration. In conclusion, several positive normative modes of institutional action and behavior are suggested. (Author/GC)

ED 234 003 SP 022 918

Dashe, John Datoegoem
An Evaluation of Government Pilot Junior Secondary Schools Project in Plateau State--Nigeria. African Studies in Curriculum & Evaluation No. 56.
African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Developing Nations; Educational Facilities; Foreign Countries; Instructional Materials; *Junior High Schools; *Middle Schools; *Pilot Projects; Program Evaluation; Program Implementation; *Relevance (Education); Teacher Qualifications; *Technical Education; *Vocational Education
IDENTIFIERS- *Nigeria

An evaluation was made of two Nigerian pilot junior secondary schools, established in accordance with the directions of the National Policy on Education, which advocated that pre-technical/vocational subjects be given equal weight with academic studies. It was felt that such policy would make education functional and relevant to the Nigerian situation, and produce an adequate number of technicians required for industrial and economic growth. Data were collected at the two schools by means of observation and questionnaires submitted to 240 students, all of the teaching staff, and 20 public officers from the two areas where the schools are located. Findings revealed that the laboratories/workshops were not well equipped to implement the new program, which greatly emphasized technical/vocational subjects. Except for certain subjects, it was found that the two schools were adequately staffed with qualified teachers, and that career guidance and counseling services were provided in both schools. It appeared that students showed considerable interest in the subjects. Recommendations were made for improving the implementation of increased technical education at this level of schooling. (JD)

ED 234 017 SP 022 945

An Evaluation of the Nutrition Services for the Elderly. Volume IV. Appendices.

Kirschner Associates, Inc., Albuquerque, N. Mex.; Opinion Research Corp., Princeton, N.J.

SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- May 83
CONTRACT- 105-77-3002
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Delivery Systems; Dining Facilities; Eating Habits; Federal Programs; *Food Service; Health Programs; Homebound; Loneliness; Nutrition; *Older Adults; *Outreach Programs; Participant Characteristics; Participation; Physical Health; Program Evaluation; *Research Methodology; Social Isolation
IDENTIFIERS- Congregate Dining; Meal Programs; Nutrition Services

This document is part of a five-volume nationwide study of Nutrition Services operations and elderly citizens participating in congregate dining and home delivery services authorized by Title III-C of the Older Americans' Act. This volume contains all technical appendices and is intended as a resource document. The Methodology Appendix is included as well as 29 other appendices that report, in detail, the analytic techniques used and measures of statistical significance referred to in other volumes. (JMK)

Burns, David
Trainers in Industry and Teachers in Schools: A Comparative Analysis of Two Teaching Professions.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Beginning Teachers; Comparative Analysis; Foreign Countries; *Industrial Training; Preservice Teacher Education; Teacher Education Programs; *Teaching (Occupation); Trade and Industrial Education; *Trainers; Training Methods
IDENTIFIERS- Australia

This paper is an exposition and comparison of the objectives, methodology, and findings of two research projects entitled "An Occupational Analysis of Training in Industry" and "An Occupational Analysis of the Work of Beginning Teachers." The relevance of these studies to the design and evaluation of teacher education curriculum and the practicum is emphasized, and reasons for using the Time-Spent Task Inventory approach are discussed. Using the CODAP system of computer programs, results of the analysis of trainers' work are outlined. Duty and task job descriptions are given and their implications for curriculum design and evaluation discussed. The trainer grouping process is explained, and groups are identified and described with duty and task job descriptions being provided, as well as a wide range of background detail. The methodology of this study is compared with that used in the "Occupational Analysis of Teaching: The Work of the Beginning Teachers," and the implications for the design of train-the-trainer and teacher education programs are discussed. Seventeen figures are included to display report data. (Author/JMK)

ED 234 048 SP 023 005

Cole, Michael
Learning in Interaction: Contributions to a Cognitive Science of Education. Oceanside School Project Concerned with the Effect of Differential Classroom Organization on the Learning of Classroom Discourse Rules and Cognitive Content. Final Report.
California Univ., San Diego.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
GRANT- NIE-G-78-0159
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTIONS- *Classroom Environment; Classroom Observation Techniques; *Cognitive Development; *Cognitive Processes; Educational Psychology; *Educational Research; Elementary Secondary Education; Interaction Process Analysis; *Learning Processes; Psychological Patterns; Psychological Studies; Research Methodology; Research Needs; Schemata (Cognition); Student Reaction; *Student Teacher Relationship

This report, addressed to the broad audience of cognitive scientists, examines research on cognitive change. In the introduction, background considerations are made, previous research is reviewed, and the report itself is outlined. The first chapter, "Finding Goals Outside the Laboratory," discusses how laboratory tasks can obscure research goals and talks about different research settings. "Bases for a Theory of Learning in Interaction," the second chapter, covers the essentials of a theory that can adequately account for the appropriation process that happens in teacher-student interaction. "Misappropriating Cognitive Processes" is the topic of the third chapter, which discusses the problem of correctly coding cognitive processes in a classroom. The fourth chapter is concerned with "Learning and Assessment" and an analysis of the concept of a "zone of proximal development" for assessing children while in interaction with adults. Chapter 5, "But It's Important Data!: Making the Demands of a Cognitive Experiment Meet the Educational Imperatives of the Classroom," contains discussion with the teacher whose classroom was used for experiments; conflicts inherent in the teacher-researcher relationship are covered. Chapter 6, "Long Division of Labor: In Support of An Interactive Learning Theory," illustrates how the "zone" is actively constructed in the teacher-child interaction. The seventh chapter offers "Conclusions" and implications of the work for researchers and for educators. (CJ)

ED 234 063 TM 830 529

Page, Reba Neukom
Minimum Competency Testing: A Curricular Debate.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
GRANT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Education; Basic Skills; Computer Literacy; *Curriculum Development; *Educational Policy; General Education; Mathematics; Minimum Competencies; *Minimum Competency Testing; Persuasive Discourse; Reading Skills; Writing Skills
IDENTIFIERS- *Curricular Debate; Egalitarianism; *Social Policy

The symbolic function of curricular debate, as it is manifested in the minimum competency testing movement (MCT), is investigated. Curricular debate necessarily reflects the demands of the society in which it arises. The topics that are addressed spring from this milieu and the language in which issues are couched must be appropriate to it. Examination of the MCT literature shows that educators do not recognize the symbolic power of curricular debate. Typically, educators writing about MCT defend the past or the status quo and reject MCT out of hand or they flow with the times and accept it without question. The writing of those who have climbed on the MCT "bandwagon" provides an example of the confusion that results when curricular issues are not treated reflectively. The first section of this paper asks what proponents of MCT want, in order to demonstrate that a straightforward answer is hard to pinpoint. In the second section of the paper, responses to MCT which are more analytical are examined. Neither simply rejecting nor accepting MCT, the writers reviewed in this section recognize and call attention to philosophical and political issues raised by the movement, but fail to recognize the power of their own educational discourse. All attempt to reconstruct the MCT movement and divert its popularity to other educational purposes, but new problems arise from their unselfconscious use of language. (LC)

ED 234 078 TM 830 562

Svensson, Lennart; Theman, Jan
The Relation between Categories of Description and an Interview Protocol in a Case of Phenomenographic Research. Report 1983:02.
Swedish Council for Research in the Humanities and Social Sciences, Stockholm.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Concept Formation; Content Analysis; *Data Analysis; Foreign Countries; *Interviews; *Political Power; Relationship; *Research Methodology
IDENTIFIERS- Contextual Analysis; *Phenomenography; Sweden (Gothenburg)

This paper deals with how the validity of a category describing a person's conception of a phenomenon is established. The presentation is confined to the relation between some categories of description and one interview protocol. The case described here is taken from an investigation into conceptions of political power. The description concerns how the thinking expressed in one interview may be found to represent several conceptions of political power described in the form of categories. The description of the analysis of the interview protocol concerns: selection of significant statements, delimitation of parts of the interview representing conceptions of power, the relation of the significant parts to the whole interview, the difference between the oral and the written version of the interview, and finally what is general to the approach of contextual analysis and what is specific to the present case. (Author/PN)

ED 233 988 SP 022 830

Roth, Robert A.
The Status of the Profession: Selected Characteristics of Teacher Education and Teaching.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Admission Criteria; Beginning Teachers; *Educational Trends; *Education Majors; *Employment Opportunities; Faculty Mobility; Higher Education; Professional Development; Teacher Characteristics; *Teacher Education; Teacher Qualifications; Teacher Salaries; *Teaching (Occupation); *Teaching Conditions

An overview is presented of studies, reports, and articles dealing with the teaching profession, particularly in the area of teacher education. Most of the data reflect negative implications at various stages of the teacher development process, from selection of teacher candidates, through admission, selection during preparation programs, graduation, hiring, and retention. Attention is frequently focused on the generally low qualifications of students entering schools of education, the relatively easy admission criteria of many schools, and a decline in the academic ability of beginning teachers. Dissatisfaction with teaching and low salaries cited in the research reflect employment conditions in the teaching profession. It is noted that job opportunities have also been meager, although there appeared to be improvement, particularly at the elementary school level. General dissatisfaction with teaching and teacher education cited in the studies has led to a large number of major proposals for reform of teacher education and improved salaries. The most commonly cited reform issues in the literature are teacher certification examinations, internships, recruitment, salaries, admissions, extended programs, performance evaluation, and recertification. (JD)

ED 234 111 UD 023 030

Hayes, Floyd W., III
The American Welfare State and Future Challenges to Black Education in the Age of Science and Technology.
Howard Univ., Washington, D.C. Inst. for the Study of Educational Policy.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Black Colleges; *Black Education; *Culture Conflict; *Curriculum Development; Educational Innovation; Institutional Role; Political Issues; Racial Integration; Sciences; *Social Change; Technology; *Urban Schools; Welfare Services

The emerging "Managerial Estate," based as it is on knowledge, services, science, and technology, with built-in theories of expendability for people considered obsolete, will increasingly force Afro-Americans and historically-black institutions of higher learning to emphasize self-reliance and self determination. Moreover, urban public schools cannot be left as underdeveloped institutions for the rapidly growing black underclass, which is becoming increasingly powerless and angry. In the midst of the clash of cultures between the declining welfare state and the emerging Managerial Estate, black institutions of higher education must contribute new, innovative, and progressive ideas. Several critical areas demand attention: (1) the need for multidisciplinary studies; (2) the significance and necessity of international studies; (3) a systematic examination of Western civilization and Judaeo-Christian culture; (4) the need to emphasize research and instruction in science and technology, as well as the social functions of science and technology, to develop scientists capable of making ethical decisions; (5) the need to become future-oriented; (6) the need to develop new leadership from within the black community; and (7) the need for increased interaction between black institutions and the black community. (CMG)

ED 234 126 UD 023 061

Shore, Rima; And Others
John Jay High School. Project RESCATE. O.E.E. Evaluation Report, 1981-1982.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 83
GRANT- G00-800-6387
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Adjustment (to Environment); *Bilingual Education Programs; Career Counseling; *English (Second Language); *Family School Relationship; French; Guidance; Haitian Creole; Haitians; High Schools; Home Visits; Mainstreaming; Native Language Instruction; *Outreach Programs; *Program Effectiveness; Spanish; Spanish Speaking; Staff Development; Transitional Programs
IDENTIFIERS- New York City Board of Education; *Project RESCATE

This is a second-year evaluation report for Project RESCATE, a bilingual education program for 285 Spanish and Haitian Creole speaking students at John Jay High School, Brooklyn, New York. The program provided bilingual instructional services in language and content area courses to Spanish dominant students, ESL and native language instruction to Haitian students, and supportive services (guidance, career development, outreach to families, and staff development) for all participants. The report focuses on changes implemented between the first and second year of this transitional, mainstreaming program, describes the Family Language Program, and provides student achievement data for 1981-82. It is concluded that the program operated very effectively, but that the area of curriculum development needs further attention. (GC)

ED 234 018 SP 022 946

An Evaluation of the Nutrition Services for the Elderly. Volume V. Questionnaires.

Kirschner Associates, Inc., Albuquerque, N. Mex.; Opinion Research Corp., Princeton, N.J.

SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- May 83
CONTRACT- 105-77-3002
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Delivery Systems; Dining Facilities; Eating Habits; Federal Programs; *Food Service; Health Programs; Homebound; Loneliness; Nutrition; *Older Adults; *Outreach Programs; Participant Characteristics; Participation; Physical Health; Program Evaluation; Questionnaires; Research Tools; Social Isolation
IDENTIFIERS- Congregate Dining; Meal Programs; Nutrition Services

This document is part of a five-volume nationwide study of Nutrition Services operations and elderly citizens participating in congregate dining and home delivery services authorized by Title III-C of the Older Americans' Act. This volume contains the questionnaires used in the study. Section 1 gives a report overview and acknowledgements. Section 2 presents the project review field instruments, including a data collection form and questionnaires for state nutrition service directors, area agency directors, nutrition service directors, nutritionists, dietitians, advisory council members, and site managers. Section 3 contains participant and non-participant interview instruments, including questionnaires for site participants, home-delivery recipients, non-participating neighbors, and former participants. (JMK)

ED 234 033 SP 022 965

Requirements for Teacher Education and Certification.

South Carolina State Dept. of Education, Columbia.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *College Credits; *Credentials; *Educational Certificates; Elementary Secondary Education; Public Education; *School Personnel; *State Standards; *Teacher Certification; Teacher Education Programs; Teacher Qualifications
IDENTIFIERS- *South Carolina

Part 1 of this publication lists certification regulations for prospective public school teachers in South Carolina and includes policy statements on: (1) school personnel required to have credentials; (2) requirements for certification; (3) application procedures; (4) credential classification; (5) additional areas of certification; (6) renewal of credentials; (7) foreign credentials; (8) prior work experience; and (9) denial, revocation, suspension, and invalidation of credentials. Part 2 provides information on approved programs of specific course requirements for initial certification of instructional personnel, including basic preparation for instructional areas and academic requirements for each area of initial certification. Part 3 contains basic preparation and academic requirements for initial certification of instructional-support personnel. Part 4 lists academic requirements for adding instructional areas of certification and for adding instruction-support areas of certification. (JD)

ED 234 079 TM 830 565

Levine, Victor
Time Allocation at Home and Achievement in School.
PUB DATE- 12 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Elementary Education; *Family Characteristics; Family Income; *Family Life; Models; Performance Factors; Questionnaires; Research Methodology; *Time
IDENTIFIERS- Metropolitan Achievement Tests; *Time Utilization

This paper presents an economic model of the relationship between time allocated to learning activities at home and achievement in school. The model is contrasted to four alternative models of the home-school relationship. Data from a 1975 survey of the parents of 887 elementary school children from one New York State school district are used to examine the relationship between 36 measures of family behavior and characteristics to student performance on standardized math and reading tests. Independent variables are organized into six groups representing socioeconomic status, family structure, maternal availability and education, parental expectations, after-school time use and parent-child interactions. Controlling for parental expectations, home time use and parent-child interactions, differences in family socioeconomic status, family structure (e.g., birth order and siblings) and maternal employment add little or nothing to predictions of school achievement. The analysis strongly suggests that it is differences in what families do rather than differences in their characteristics or incomes that affects school achievement. (Author)

ED 234 096 TM 830 609

The Visiting Team Guidelines for Evaluation of Pennsylvania School Districts.

Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Curriculum Evaluation; Elementary Secondary Education; Evaluation Methods; *Evaluators; Guidelines; *Needs Assessment; *Program Evaluation; *School Districts; *Self Evaluation (Groups); State Programs
IDENTIFIERS- Pennsylvania Department of Education; *Pennsylvania Educ Needs Assessment Self Study

The Visiting Team Guidelines for Evaluation of Pennsylvania School Districts was prepared as a companion document for the three Pennsylvania Educational Needs Assessment Self-Study Guides for elementary schools, middle/junior high schools, and secondary schools. The purpose of these guidelines is to assist personnel of the school district and members of the visiting team, including the chairperson, in the utilization of the self-study guides. The contents discuss the history and purpose of the Pennsylvania Educational Needs Assessment Self-Study, the benefits of the evaluation made by a visiting team, duties of visiting team members, duties of the visiting team chairperson, and duties of a local district for an evaluation team visitation. The appendices include: (1) selection of visiting team members and pre-visit correspondence, (2) committee report form, (3) courtesy letters to visiting team members and cooperating school district personnel, and (4) Pennsylvania Needs Assessment Relationship to Pennsylvania's Long Range Plan for School Improvement. (PN)

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